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ABSTRACT

Charles Chance's 1982 study of the middle grades in the Knoxville Tennessee, City School System suggested the need to develop a system-wide concept, system-wide goals, and a system-wide organizational framework for middle schools. These issues were addressed in a study designed to assess the status of middle-grade education in East Tennessee and to make recommendations for improvement. Chance's study was replicated, and an identical survey was made of 16 other middle-grade schools. Chapter I of the present report introduces the research activities of Public Schools for Cooperative Research (PSCR), a school study council located in East Tennessee, and additionally provides an overview of the middle-school study. Chapter II describes middle-school education. Chapter III describes Tennessee's 1983 certification standards and rules of thumb governing employment of teachers and principals of fourth through ninth grades. Chapter IV compares national data on middle-level schools with data gathered in East Tennessee. Chapter V briefly reports 1983-84 state time requirements for instruction. Chapter VI compares and comments on middle-grade provisions in East Tennessee school districts. Chapter VII reports middle-school principals' views of ideal school conditions, summarizes research findings concerning the "ideal" middle school, and describes a basic model of middle-school education. Chapter VIII reports comments made by principals. Findings are discussed in Chapter IX; comments and 17 recommendations are offered in Chapter X. Related materials, including the questionnaire used in the 1983 PSCR study, are appended. (RH)

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Public Schools for Cooperative Research
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THE PSCR MIDDLE GRADES STUDY: 1983

A Study of Selected Schools Containing Combinations of Grades 5-9 with Some Comparisons to National Study Results

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FEBRUARY, 1984

"Improvement of public school systems through cooperative study and research"

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FOREWORD

Public Schools for Cooperative Research (PSCR) has operated continuously since its founding in 1957. PSCR is a confederation of local school systems and the College of Education, University of Tennessee. A representative of the Tennessee State Department of Education works closely with the PSCR organization.

PSCR provides a variety of services to member districts, including such things as inservice education, workshops, publications, dissemination of information and occasional research activities. One major PSCR accomplishment has been to initiate innovative and exciting programs in Tennessee and then, as those programs become self sufficient, to "spin them off" as independent operating agencies. The PSCR organization is maintained by modest dues from member districts and by in-kind contributions of the College of Education, University of Tennessee, Knoxville.

The current study of middle schools was undertaken at the request of member superintendents. The study was coordinated by Dr. Charles M. Achilles, Executive Secretary of PSCR and a professor in the Department of Educational Administration and Supervision. The study staff consisted of professors and graduate students in the College of Education. Data were solicited by means of a questionnaire from schools and school systems that agreed to participate in the study.

Members of the staff of the PSCR Middle School Study are listed below.

Graduate Students	Professors
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John D. Carroll	Charles Chance, Curriculum & Instruction
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Throughout the study report, major sections are identified with primary authors, but the study is a group effort. The PSCR organization and the study staff thank those principals and others who took time to answer the questionnaire and to provide comments and criticisms on the study.

PSCR 1983-84 Officers (Superintendents)

James Newman, Knoxville City, Chair
Ben Hankins, Greeneville, Vice-Chair
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Greeneville
Hamblen County
Harriman
Knox County
Knoxville
Morristown
Newport City
Oak Ridge
Oneida City
Roane County

Other Participating Agencies

College of Education, University of Tennessee, Knoxville

Tennessee State Department of Education

I. THE PSCR MIDDLE-GRADES STUDY: 1982-83

INTRODUCTION

The grade organization of the public schools has been and continues to be a matter of concern for educators. One central concern in this discussion has been the relative merits of the Junior High School (usually grades 7-8 or 7-8-9) and some Middle School configuration, such as grades 5-6-7-8 or 6-7-8-9. The member superintendents of Public Schools for Cooperative Research (PSCR), a school study council located in East Tennessee, have shared the national interest in the middle-grades discussions. The superintendents were interested in determining, for example, the current status of middle-grades education, similarities in programs among some PSCR member districts, national trends and expert opinion on middle-grades education, and in developing some recommendations for improving middle-grades education in the PSCR districts.

At about the same time as the PSCR interest in the middle grades, there was considerable interest and concern at the national level on the same topic. Several research studies, literature reviews, and professional journal articles had recently been completed on middle-grade issues. (Note, for example: NASSP's Middle Level Principalship study; NASSP's Bulletin of May, 1983 on "The School in the Middle;" The Education Research Service compilation of study results entitled Organizing the Middle Grades; and the study conducted by Molitor and Dentler for Abt Associates titled Reorganizing the Middle Grades.) Thus, it seemed timely that PSCR should conduct a study of the middle grades in selected East Tennessee school systems.

Antecedents and Need

In spring, 1982, Dr. Charles Chance of the Department of Curriculum and Instruction, College of Education, University of Tennessee, Knoxville conducted a survey of current practices in the Knoxville City School System relating to the middle grades. Dr. Chance's study was presented to Knoxville City School Superintendent James Newman in the form of a memorandum dated May 31, 1982. That memorandum is presented as Appendix A in this current study and provided a framework for both the questionnaire used to generate data for portions of this study and for presentation of some survey data in the current study.

The Chance (1982) study generated from concerns of the Knoxville City Schools regarding the middle schools program. Dr. Chance primarily analyzed

curriculum and instruction issues and the amounts of time allocated to subjects in the various buildings. The major finding was: "Variations exist among the middle schools in terms of curriculum offerings and student classroom time allocated to the various subjects." From this finding there were three primary recommendations for the Knoxville City Schools:

1. There is a need to develop a system-wide concept of the middle schools.
2. There is a need to develop system-wide goals for the middle schools.
3. There is a need to develop a system-wide organizational framework that will accommodate individual schools and community needs in middle schools programs (Chance, 1982).

These recommendations reflect many concerns voiced in the professional literature and in national studies of the middle grades. There are debate and continuing questions as to: 1) the goal or goals of middle schools; 2) the best organization for middle schools; and 3) the philosophy of middle schools. There are concerns about the grade levels for middle schools. Some believe that the middle schools are "left out" and point to accreditation procedures where there are standards for accrediting elementary schools, junior high schools, and senior high schools (but not "middle" schools), or to State Rules and Regulations where middle schools are left out on key points.

In some situations, "middle" schools may have evolved more to accommodate district growth patterns than from a solid understanding of the philosophy, goals, benefits, and problems of middle schools. That is, middle schools may have evolved to accommodate district growth and to save a building program. Teacher certification seldom has a specific category for middle schools; it usually addresses only elementary and secondary. Professional preparation programs for teachers and administrators have only recently, if at all, recognized the special needs of this level and provided courses and programs to address the needs. According to the NASSP study, 41 percent of the teachers have had no special preparation for the middle level (Valentine, et al., p. 47). Professional associations still tend to address elementary and secondary educators and force middle-level educators to choose one or the other, resulting in a splintering of the professional interests.

Thus, middle schools or middle-level education is often considered the step-child of the education system. It is both elementary and secondary, but it is neither.

Timing of Activities

Preliminary work and planning occurred between January and April, 1983. Data collection via questionnaire and interviews occurred in April and May, 1983. Background work, a review of literature and studies, a review of certification requirements, and reviews of Tennessee Minimum Rules and Regulations (October 1, 1982) and the Standards of the Accreditation of Elementary and Middle Schools (1982-1983) of the Commission on Elementary Schools of the Southern Association of Colleges and Schools (SACS) were conducted from April to September, 1983. Data verification and drafting of the report occurred in November and December, 1983.

Procedures

The purpose of the PSCR Middle-Grades Study was to review and assess the status of middle-grades education in East Tennessee and make some recommendations and suggestions for improving it. The May, 1982 study of Dr. Chance (Appendix A) provides one baseline (albeit based on only one district), one measure of "what is." Two more measures of "what is" were generated in the current study: 1) a replication of Dr. Chance's study one year later (May, 1983); and 2) an identical survey of 16 other middle-grade schools.

A review of several recently completed middle-grades studies and a review of the literature provided information about "what is" in other parts of the USA, and some indicators of what some people believe "should be." Standards of a regional accrediting agency and State Rules and Regulations were also used to generate a picture of "what should be."

Since the current study relied heavily on the Chance study for its basic design, it is important to note the two major purposes of that study. They were: 1) to identify and analyze the curriculum offerings of each (Knoxville) middle school in terms of possible standardization; and 2) to identify and analyze the schedule (time allocations) of each (Knoxville) middle school in terms of possible standardization.

Questions Considered in the Study

Several questions provided direction for the study. Those questions are:

1. What is the status of middle-grade education in selected East Tennessee School systems?

2. What is the status of middle-grade education in America as reflected in recent studies and summaries of research?

3. What are some "ideal" conditions of middle-grade education as reflected in professional articles, research, accreditation standards, and state rules and regulations?

Flow of Activities

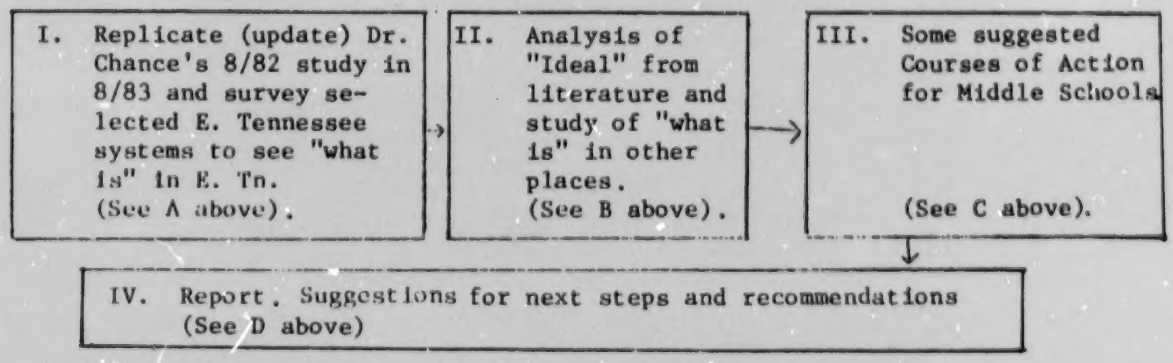
The flow of activities for accomplishing the purpose of the study is listed below with a schematic of the effort.

A. 1. Up-date Dr. Chance's 1982 Study (I below).
   2. Identify any new variables.
   3. Develop questionnaire.
   4. Send questionnaire to selected PSCR districts in East Tennessee.

B. 1. Literature review of studies, articles, and research compilations of middle-grade education (II below).
      a. Alternative organizations of middle grades.
      b. Structures.
      c. Internal schedules/time allotments.
      d. Curriculum offerings.
      e. Other issues.
   2. Review of Tennessee Rules/Regulations and SACS accreditation standards for required and optimum conditions.
   3. Questionnaire to some PSCR districts to assess the "State of the Middle-Grade Education" in E. Tennessee area.

C. 1. Synthesize material (from A).
   2. Propose several "good" solutions to address problem areas (III below).

D. Prepare report including these proposed solutions and "next steps" for implementation (IV below).


I. Replicate (update) Dr. Chance's 8/82 study in 8/83 and survey selected E. Tennessee systems to see "what is" in E. Tn. (See A above).
II. Analysis of "Ideal" from literature and study of "what is" in other places. (See B above).
III. Some suggested Courses of Action for Middle Schools (See C above).
IV. Report. Suggestions for next steps and recommendations (See D above)

The Questionnaire

A questionnaire was developed to collect comparable data from respondents in the PSCR Middle-Grades Study. The Questionnaire was based on Chance's 1982 study (see Appendix A) and was expanded to include some questions from the NASSP (Valentine, et al., 1981) and Education Research Service studies (ERS, 1983). The resulting questionnaire appears as Appendix B of this study.

The Data Sources (Sample) for the Survey

At the time of the PSCR Middle-Grades Study (Spring, 1983), PSCR had 16 East Tennessee school systems as members. Multiple copies of the questionnaire were sent to all member-district superintendents who were asked to distribute the questionnaires to all Middle Schools and/or Junior High schools if the district wished to participate. We suggested that the questionnaire be distributed to the principal who might then coordinate a team effort to provide the requested data. No attempt was made to follow-up for districts that chose not to participate. If data were incomplete, calls were made to get missing data. Researchers visited each of the Knoxville City System middle-level schools to collect the data through an interview process.

Data were obtained for eight middle-level schools outside of Knox County, for all middle-level schools of the Knox County System (N=8), and for all Knoxville City middle-level schools (N=10) for the 1983 study. Data for the 1982 (Chance) study were also collected from the ten Knoxville City System middle-level schools.

For the PSCR study (1983) data for each of the three samples are presented in a format similar to the 1982 Knoxville City study. These data are presented in appendices as follows:

Appendix C	1983 Knoxville City Schools Middle Schools Data
Appendix D	1983 Knox County Schools Middle Schools Data
Appendix E	1983 "Other PSCR Area Schools" Middle Schools Data. These schools include Greeneville, Morristown, Oak Ridge, Roane County, and Harriman.

II. THE MIDDLE LEVEL SCHOOL: THE DRAMA UNFOLDS*

In May, 1983, the National Association of Secondary School Principals (NASSP) devoted Volume 67, number 463 of the NASSP Bulletin to "The School in the Middle." This focus came just over 20 years (February, 1962 issue of The Bulletin) since NASSP dealt specifically with the middle school for the first time. The NASSP Bulletin (May, 1983) has highlighted the current drama facing the development and refinement of the middle school. This section synthesizes key information presented in that Bulletin.

First of all, it is imperative to focus immediately upon the human beings who are the subjects and main attraction in this theatre of education -- the students. Throughout the readings, the uniqueness of these age categories or growing stages is continually echoed. Although they are referred to as younger adults, adolescents, and transescents, the individuality of this stage of life must be considered. These students are not necessarily older elementary students or younger high school students. According to Beane (1983: 64), "As a stage in human development, transescence is virtually without parallel." They are constantly growing, maturing, and adjusting. It is important that educators grasp the meaning of this stage of pupils' lives and come to grips with the challenge being faced. In other words, quite often instructors are not just dealing with one personality or one particular person but a multi-faceted blend of parts of personalities which are searching for unity, conformity, or harmony. Beane (1983) encapsulates the picture.

> Neither children nor adolescents, they are often torn by expectations that they act like one or the other. Some adults, exasperated by their volatile behavior, beg them to act like the stable children they so recently were. Other adults, impatient or fooled by physical stature, demand that they behave like the more stable and self-assured adolescents they have yet to become. (64)

With the uniqueness of the students established, the educators must relate these understandings to the curriculum. Here a decision must be made. If the curriculum is to be pertinent and relevant to the needs of the students, the curriculum must "reflect the needs of the transescent" (Eichorn, 1983:

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*David Fuller, graduate student, Curriculum and Instruction, College of Education, University of Tennessee, Knoxville had primary responsibility for this section.

47). In other words it is necessary to adjust the programs to fit the students. If the curriculum remains traditionally stagnant and unimaginative, it will only serve to be counterproductive. The following is a list of ingredients to be mixed in the blend of a successful middle school. The specifications and particulars will be determined by the particular locale or other environmental factors. The following environment is suggested by Donald H. Eichorn (a synthesis incorporating quote and paraphrase from Eichorn, 1983: pp. 46-48):

1) Controlled but non-rigid school atmosphere. The student needs to feel challenged yet secure. Students should have at least one adult who knows them well. (46)

2) A middle level school that encourages activity. Activities such as science fairs, exhibits, and election campaigns are useful. (46)

3) Variety is a vital ingredient of the middle school environment. Displays, exhibitions, resource centers, and technology should be used to enhance this aspect of the school program. (46)

4) The curriculum should be structured to utilize skills and processes acquired in the elementary schools as bases for exploring abstractions of mathematics, science, and language. (47)

5) Transescents learn better in groups, so individual consideration should involve student groupings of similar levels. (47)

6) Students yearn for a complete understanding of maturation and the changes, problems, heightened sensitivities, and added responsibilities it brings to their lives. Thus, transescents need to learn about growth and development, ethics, and peer relationships. (47)

7) Transescents have a strong empathy for others, and appear eager to learn more about people in their own as well as in other cultures. Thus, programs that concentrate on events, time, and logistics should be expanded to include relationships of people. (47)

8) Instructional programs should be varied. Transescents seem to profit most from learning episodes of 10-15 minutes in length. This does not mean that a well prepared lecture is inappropriate, but rather that any method which is constant and lengthy will usually be unproductive. (48)

In examining the curriculum and instruction of middle level schools, Arth (1983) found that "Transescent students and their teachers are entirely different than their counterparts at the elementary and secondary levels. The difference is illustrated by the number of rapid exchanges and interactions

that take place in middle schools across the nation" (Arth, 1983:14). The Arth study focused on verbal interchanges between teachers and students and characterized the interchanges as between the teacher and the class-as-a-whole or between the teacher and a single student. (Arth, 1983 16-21. passim).

1) Interchanges ranged from two to five per minute, allowing very little "dead" time in the middle level classroom. Teachers were involved in a series of dialogs with the students about the subject matter. (16)

2) Teacher-initiated student interchanges appear to decrease as the school day progresses....The reverse seems to be true for class interchanges. (17)

3) The average teacher/student interchange is higher than that found in the self-contained elementary classroom as reported by Phillip W. Jackson and Henriette M. Lahaderne in their 1967 study of sixth grade elementary school teachers ["Inequalities in Teacher-Pupil Contacts," Psychology in the Schools, 4 (1967):204-211]. (19)(21)

4) The data reveal that the average pattern of the teachers was approximately two-thirds student interchange and one-third class interchange. The teacher was definitely communicating with individuals rather than with a group. (20)

Middle level teachers, at least in the Arth study, appear to work in short bursts of verbal interchange with individual students more than with the classroom group. This approach seems consistent with the characteristics of the transescent as described by Eichorn (1983).

Now that we have "auditioned" the leading actors and actresses, let's turn to the supporting cast and issues that surround the performance. Let's start with the middle level principal. Knowing that the students are a special breed, the principal must be aware as well as capable of dealing with the uniqueness of the situation. According to Lounsbury (1983):

> Traditional expectations of administrators often stand in the way of developing effective middle level schools. The leadership job required at the middle level is often not to do, but to undo; not to add, but to subtract; not to organize, but to reduce organization. Too often these days schools are overadministered and underled. Correctness takes precedence over creativity; efficiency over imagination. (8)

The middle level principal must be able to address the needs of today's teachers. What are these primary needs that serve as a thorn in the side of teachers? According to Lounsbury, the frustrations of teachers lie primarily in three areas (Lounsbury, 1983:9-11. Excerpts):

1) Peripheral and Paper Duties. Example - Bus duties, lunch money, and attendance reports are extra duties that have

been bemoaned for decades. Answer - Volunteer parents, paid aides, or some other form of assistance should be secured. A portion of the money spent on specialized professional help that takes youngsters in and out of classrooms all day for questionable gain might better be used to employ a keeper-of-the-books or a supervisor of lunchroom behavior. (9, 10)

2) Lack of Professional Involvement. Example - Teachers are often treated like hired hands, although they are fully qualified to make decisions about school policies and programs. Answer - Teachers ought to be more actively involved in decisions concerning their own welfare. When planning staff development activities, administrators should also look inside for expertise. Teachers want to learn from one another and can. Peer teaching (which is advocated for students) works well among faculty members, especially when topics are ones that faculty is concerned about. (10)

3) Behavior Management and Discipline. Example - The need to spend an inordinate amount of time and energy dealing with behavior has become a major drawback of middle level teaching in recent years. Answer - No easy answers here, of course, for the source of this problem lies more with parents and society than it does with schools and teachers; the full solution also lies outside the classroom. But the initiative to seek corrective measures could lie within the schools. The middle level principal must be psychologically supportive. What is demanded of the middle level principal is almost exactly what middle level teachers are urged to provide for students - concern for the self-concept of individuals, opportunities for shared experiences, supportive relationships, and a place to grow. The principal is just as much a model to the faculty as the teacher is to students. In short, principals should treat teachers as they would have them treat students - a sort of golden rule for administrators. (10-11)

There are several issues facing middle school administrators which must be addressed in the very near future. Three of these issues are students, staff, and computers. In regard to students, an excerpt from the article "Middle Level Crises in Students, Staffing, and Computers" paints the picture (Toepfer, 1983:34-35):

> In 1977, Samuel Peng reported that the nation would see substantial school enrollment increases by 1985....In many parts of the nation there has been an increase of as much as 20 percent in the infant population, aged 0-18 months. There is some controversy about whether or not this reflects a real increase in the birthrate or simply the latent impact of women who delayed having children until their careers and economic paths were established. In addition, births by mothers aged 12-15 have increased.

> However, the average age of new mothers is 34, and the population of women now having children is increasing within the 25-40 year range. Our nation now has the largest number of women within this age range in its history. Thus, the increase in births seems likely to continue.
>
> Studies made of first-time mothers in this age group indicate many plan to have one or two more children. They have established careers and are ready to raise a family.
>
> Regardless of the causes, schools will face a large increase in the numbers of school-aged youth within the next four years. Unfortunately, schools continue to use all sorts of population projection methods other than birth data. The closing of elementary school buildings now will ensure that many districts will face capital construction costs in excess of $600 per square foot to build new school facilities within this decade. The staffing and expansion of programs will also cause problems for tomorrow's schools.

As we turn to the staff, particularly the teachers, the middle level administrators must be aware of the possibility of a teacher shortage. Due to the fact that many of our school districts have either stabilized or decreased their staff, the number of available openings has decreased. Consequently many college students are choosing other majors which provide a greater degree of stability as far as a career is concerned. Furthermore, the pay has been so poor and the working conditions so demanding, many others have been turned off. Finally, business and industry have lured away many staff through more lucrative salaries and benefits. Another problem which comes from the other end of the spectrum is what Toepfer describes as the "greying of our profession" (p. 35). He goes further to say, "In many parts of the country, the numbers of teachers currently in the 58-62 age range is staggering. One western New York school district will see most of its middle level administrators and at least one-third of the middle level teachers retired within five years." (35)

What does all this add up to? It adds up to a negative or minus in the teacher column. Here are some possible solutions as suggested by Toepfer (36):

> 1) The short term solution may be to transfer elementary-certified teachers from the middle level to meet the press of increased students....(The next step may be to) ready some high school teachers to come to the middle level. This means that high school teachers involved in such a reassignment would have to be given appropriate middle level inservice experiences so that they understand the difference in learners, programs, and pedagogy at that level.

2) Houston, Texas is now paying bonuses ranging from $600 to $2,000 a year in areas of recognized shortage.

3) Teacher education programs must expand their limited resources, and attract students and graduate teachers in numbers to fill the need.

The third problem area is computer literacy, an area in which teachers must be trained. The growing number of practical users of computers in our society is invading the classroom. Teachers must be able at least to teach students about computer literacy. Of course this is no solution to the teacher shortage, but more of an instruction aid that will strengthen the quality of education.

After looking at the leading actors, actresses, and supporting cast in this theatre of middle level education, let's talk about the process of accreditation for all concerned. According to McEwin (1983:78):

> The number of middle level schools in America has grown to approximately 12,000, but this growth has not been paralleled by corresponding growth in specialized teacher training programs for such schools. For at least 30 years the literature on intermediate education has called for teachers trained for the middle level and has decried the seeming reluctance of teacher education institutions and state departments of education to establish such programs. This singular lack of specially trained teachers has resulted in middle level schools that are staffed primarily by teachers trained for other levels. These teachers often lack the insights, skills, and knowledge needed for teaching at the middle level. (78)

The following are data gathered from recent (1981-1983) studies by the American Association of Colleges of Teacher Education, NASSP, McEwin and Allen. The results are reported in McEwin (1983).

1) Only 162 of 538 responding institutions (30%) had specialized middle level teacher education programs. Twenty-three (23) percent of the institutions without middle level preparation programs were planning or considering them. (78)

2) Forty-one percent (41%) of principals reported that teachers at their schools had no middle level preparation. Of those reporting some preparation, 72% listed in-service programs, and only 44 percent included university courses. (79)

3) Only 17 percent of teacher preparation institutions having middle level teacher education programs had specialized courses or programs for middle level administrators. (79)

4) Twenty-five (25) states have special middle level teacher certification. Four (4) states had special

middle level certification for principals (1983).
Only 8 states require certification. (80-81)

The figures speak for themselves. Although there have been some gains made in terms of new state certification programs, the middle level still needs much emphasis placed on qualified individuals for the middle level programs.

An examination of the theatre of middle level education indicates that there are several improvements that need to be made in order for the show to go on. The cast (students) must be understood. The supporting cast (staff) must be qualified. The script (curriculum) must be relevant. If these improvements can be attended to, the show may have a long and successful run.

III. CERTIFICATION STANDARDS AND RULES OF THUMB GOVERNING EMPLOYMENT OF TEACHERS AND PRINCIPALS FOR MIDDLE GRADES (4-9) IN 1983*

As of 1983, Tennessee has no specific, separate certification category for middle schools or junior high schools. Certification for these grades is covered by some combination or combinations of the 1-12, 1-8, 7-12, or other configuration of certification levels.

Teacher Standards

A. A teacher or principal shall hold a valid Tennessee teacher's certificate or permit covering the work which s/he is to do. (T.C.A. 49-1201; 49-1301)

B. The holder of an elementary certificate is eligible to teach any subject in the grades for which s/he is certified. (R.R. & M.S., p. 25)

Examples:

1. A teacher holding an elementary teaching certificate endorsed for grades 1-9 may teach any subject in any of those grades; e.g., all subjects in second grade, 7th grade English, 8th grade Math, 9th grade Social Studies, all subjects in grade 8, etc.
2. A teacher holding an elementary teaching certificate endorsed for grades 1-8 may teach any subject in any of those grades; e.g., all subjects in grade 1, all subjects in grade 8, 7th grade Math, 8th grade Science, etc.

C. The holder of a 7-12 certificate endorsed, for example, in Math and English may teach any Math or English course offered in grades 7-12; e.g., 7th grade English, 8th grade Math, 9th grade Algebra, 10th grade Plane Geometry, 12th grade Honors English, etc. Since this teacher does not hold any other endorsements, this teacher is restricted to teaching in the fields of English and Mathematics with the following exception:

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*Dr. Peter Husen, Department of Educational Administration and Supervision, College of Education, University of Tennessee, Knoxville, had primary responsibility for preparing this section. Primary sources of information include: 1) Tennessee Code Annotated, Volume 9 (TCA); 2) Rules, Regulations and Minimum Standards for the Governance of Public Schools in the State of Tennessee, October 1982 (R.R. & M.S.); 3) Minutes of the State Board of Education, February 1983; 4) Personal communications with Mr. Donald Woods, Chief, Management Services, Tennessee State Department of Education, and/or Mr. Roy Roberts, Associate Director, Teacher Education and Certification, Tennessee State Department of Education.

Material at the end of this section was prepared by John D. Carroll, graduate student.

> The holder of a certificate valid for grades 7-12 may teach a maximum of two sections of an additional course not listed on her/his certificate, if in the judgment of the principal of the school and the superintendent, the certified teacher has had sufficient training to do an acceptable job in the non-certified area. Prior approval of the Commissioner of Education shall be required annually for each assignment. Forms for approval will be provided by the Commissioner of Education. Teachers assigned more than two sections of a course outside the area of certification during the 1975-76 school year may continue teaching the specific course until such time as a new assignment is made by the local school officials. (R.R. & M.S., p. 25)

Thus the teacher in the preceding example who was endorsed in English and Math could teach two sections of the same course in any other subject field; e.g., two sections of 7th grade Science, two sections of 8th grade Music, two sections of 11th grade U.S. History, two sections of 10th grade French, etc. In the preceding examples, if the school offers more than one course in a subject, for example, 7th grade Science, then the teacher is restricted to two sections of only one course of those offered.

D. At its February, 1983 meeting, the Tennessee State Board of Education passed the following standard which will replace the standard listed in Section C.

> The holder of a 7-12 certificate may teach any subject in grade 6 for which he has an endorsement. (State Board Minutes, February 1983)

This new standard should be effective fall, 1983, as soon as it meets all of the requirements of the State Administrative Procedures Act, at which time all of the options and restrictions spelled out above in Section C-1 will apply to grade 6. That is, a teacher holding a 7-12 certificate may teach any subject in grades 6-12 for which s/he is endorsed. The regulation stated in Section C will probably also apply to grade 6. However, the State Board has not taken any direct action either to include or exclude grade 6 in the regulation.

E. When a teacher holding a 7-12 professional teaching certificate is assigned to teach all sections and courses below grade 7, then a

one-year interim elementary certificate may be issued and renewed up to four times. The teacher must meet the requirements for renewing the certificate each year. (Personal Communication: Certification. TN State Department of Education)

F. If a teacher holds a 7-12 certificate and has taught grades 1-6 prior to 1963-64 and has continuously taught those grades since then, s/he may continue to do so. (Personal Communication: TN State Department of Education)

G. After the school year 1980-1981, teacher assignments in programs for handicapped children shall be made only to teachers with certificate endorsement in appropriate areas of exceptionality. (R.R. & M.S., p. 25)

Principal Standards

A. The holder of a certificate which is based on a degree is eligible to serve as principal of a school provided s/he has had eight (8) months teaching experience and is eighteen (18) years of age (T.C.A. 49-1203). A principal shall hold certification endorsement as principal to cover the grades supervised in schools having average full-time equivalent average daily attendance (FTEADA) for the highest two of the first three months (current year) of 375 students except for those serving as principals who were sixty (60) years of age or older prior to July 1, 1975. (R.R. & M.S., p. 25)

B. Principal - Each school shall have a principal. Those elementary schools having an average FTEADA for the highest two months of the first three months (current year) of 375 students shall have a full-time supervising principal. (For employment responsibilities and duties of a public school principal, see T.C.A. 49-253 and 49-254). (R.R. & M.S., p. 45)

C. Employment of public school principals - Each local superintendent shall recommend and each local board of education shall employ through written contract principals for the public schools under their jurisdiction. Such recommendation and employment shall be without discrimination on account of age, race, sex, or creed. The individual so designated shall hold a valid certificate of qualification as approved by the State Board of Education for the type of school to which assigned. (Acts 1974; Adj. S, ch. 542, & 1) (T.C.A. 49-253)

D. A principal must hold the appropriate teaching certificate to cover at least fifty percent (50%) of the grades supervised. (Personal Communication: TN State Department of Education)

Examples:

1. The holder of a 1-8 certificate may serve as principal of the following schools:
   a. 1-8
   b. 5-8
   c. 6-8
   d. 7-9
   e. 7-10

   S/he may not serve as principal of the following schools:
   a. 7-12
   b. 8-10

2. The holder of a 7-12 certificate may serve as principal of the following schools
   a. 7-12
   b. 6-8
   c. 5-8
   d. 9-12

   S/he may not serve as principal of the following schools:
   a. 1-8
   b. 4-8
   c. 5-7

Figure 1 provides a summary of certification and middle schools employment standards. This summary shows that there are some problems that need attention. For example, the holder of a 1-8 or 1-9 certificate can teach all subjects for those grades. However, the common organization for instruction in all grades but 5 (e.g., 6-7-8-9) is the subject specialist. The holder of a 7-12 certificate may also teach up to 2 sections of one course "out-of-field;" that is, up to 2 sections of a course for which certification is not held.

Rules, Regulations and Minimum Standards do not seem to cover adequately some areas affecting middle schools. The most noticeable problem areas are guidance and interscholastic athletics. The entire area of "certified" personnel provides some problems in terms of teaching. Each area is described briefly below.

Guidance. Guidance counseling is required for grades 7-12 (secondary schools) or any combination of these provided the school includes the 9th grade in combination with grades 7 and 8. Counselors are not required in middle schools, although they are needed. (E.g., they are not required in 5-6-7-8, 6-7-8, 7-8. They would be required in 7-8-9.)

Interscholastic Athletics. Junior high schools must include grade 9 in order to qualify for membership in Tennessee State School Athletic Association, or TSSAA. Middle schools do not qualify for membership in TSSAA. Southern Association of Colleges and Schools (SACS) does not allow 6th graders to compete in athletics in middle schools. It seems that SACS, then, would have more control over athletics than the state governing association in regards to middle schools.

Certified Personnel. Secondary teachers can teach only their subject certification in grades 7-12 (with exception noted previously: two sections of one course out-of-field); elementary teachers with K-9 or 1-9 certification can teach any subject in the middle school.

TEACHER (Certificate)	GRADE				
	5	6	7	8	9
A. 1-8 Certificate	All Subjects (1)	All Subjects (1)	All Subjects (1)	All Subjects (1)	
B. 1-9 Certificate	All Subjects (1)	All Subjects (1)	All Subjects (1)	All Subjects (1)	All Subjects (1)
C. 7-12 Certificate		Subjects for which hold endorsement (2)	Subjects for which hold endorsement plus	Subjects for which hold endorsement plus	Subjects for which hold endorsement plus
		(3)	2 Sections of 1 course out-of-field	2 Sections of 1 course out-of-field	2 Sections of 1 course out-of-field

PRINCIPAL

A principal must hold the appropriate teaching certificate to cover at least fifty percent (50%) of the grades supervised.

A principal must hold a principal's endorsement appropriate to the grades supervised if the school has an FTEADA enrollment greater than 375 students.

(1) All subjects except programs for handicapped children which require additional certification.

(2) Approved by Tennessee State Board of Education, February 1983. Should be effective by fall 1983.

(3) The regulations permitting 7-12 teachers to teach 2 sections of 1 course out-of-field will probably also apply to 6th grade. To date, the current regulation has not been changed to include or exclude grade 6 specifically.

Figure 1. Summary of Middle Grades Employment Standards (1983).

IV. SOME NATIONAL MIDDLE LEVEL SCHOOL DATA COMPARED TO PSCR-AREA DATA

In 1981 the National Association of Secondary School Principals (NASSP) published results of a study conducted in 1980. The 1980 NASSP study is based on data from over 1400 principals who were part of a national random sample. For this study a middle-level school was one "encompassing any grade or grade combinations from grade 5 through 9" (Valentine, Clark, Nickerson and Keefe, 1981:xv). Data in tables, unless otherwise noted, will reflect the percent of the sample that responded as indicated.

Grade Levels (From Valentine, et al., 1981:56-58. Tables 101-104)

Grade organization of middle schools in the USA varies among several patterns and also among geographic regions. Table 1 below summarizes key information. Note that nationally 42 percent of the middle schools are grades

Table 1

Grade Organization of Middle Level Schools Nationally Expressed as Percent

Grades	Percent and Rank of Responses								PSCR Area (See Table 2)	
	Total		Public		Within the South		Across Regions of USA (South)			
	%	rank	%	rank	%	rank	%	rank	%	rank
7-8-9	42	1	43	1	38	1	16	3	12	2
7-8	31	2	31	2	21	2	12	4	8	3
6-7-8	15	3	15	3	19	4	23	2	77	1
5-6-7-8	4	5	4	5	2	5	12	4	4	4
Other	8	4	7	4	20	3	48	1	0	5

7-8-9, and 43 percent of public middle schools are grades 7-8-9. The South has 16 percent of the 7-8-9 schools, and schools with grades 7-8-9 constitute 38 percent of the middle level schools in the South. Forty-eight percent of all middle-level schools not fitting the "usual" definitions are in the South, and of middle-level schools in the South, 20 percent are not within the "usual" classifications of 7-8-9, 7-8, 6-7-8, or 5-6-7-8. This reflects the tendency in the South to have elementary and secondary (K-8, 9-12; K-6, 7-12; etc.) schools.

Data similar to the NASSP national data have been compiled for the 26 schools in the PSCR study. Although reported in percents for comparability (total) note that there were only 3 schools in the 7-8-9 pattern, 2 in the 7-8 pattern, and 1 in the 5-6-7-8 configuration.

Table 2

Grade Organization of Middle Level Schools in PSCR Study

Grades	Knoxville N	Knox County N	Other N	Total N	Total %
7-8-9	0	0	3	3	12
7-8	0	2	0	2	8
6-7-8	10	5	5	20	77
5-6-7-8	0	1	0	1	4
Total (of 26)	10	8	8	26	101*

*Rounding error

Comparison of data in Tables 1 and 2 shows that the grade configurations for middle level education in East Tennessee vary considerably from the "average" for the national and the South. Whereas the most common grade pattern nationally and within the South is 7-8-9 (43 and 38 percent), only 12 percent of the PSCR-area schools use this pattern. The 6-7-8 configuration is by far the most prevalent in the PSCR area (77 percent), but it is the third most common nationally (15 percent) and fourth most common in the South (19 percent). However, among regions of the U.S., the South has 23 percent of the 6-7-8 pattern. Part of the high PSCR result (77 percent) is due to the heavy influence of the ten Knoxville city schools using that configuration.

According to the NASSP report (Valentine, et al., 1981:63, 64), the most common instructional organization in the middle grades is the "traditional" class (15-35 students). This is followed by small-group instruction (2-15 students), large-group (more than 35), and individualized instruction. Except schools containing grade 5, the most common subject organization for instruction is one subject taught by one teacher. Table 3 below is a reproduction of Table 111 from the NASSP study. The table shows the ranks (1-4) of ways to organize for instruction by grade level. By far the most common procedure (rank 1 in grades 6-9) is the one-teacher, subject-specialist approach.

Table 3

Subject Organization for Instruction (Rank by grade)

Instructional Format	5	6	7	8	9
A. One subject taught by one teacher (subject specialist)	3.5	1	1	1	1
B. Several subjects taught by one teacher (self-contained)	1	2	3.5	3	4
C. One subject taught by team (subject area team)	3.5	4	3.5	3	3
D. Several subjects taught by team (interdisciplinary team)	2	3	2	3	2

The 26 schools in the PSCR study responded to an organization-for-instruction question similar to the NASSP study. However, PSCR responses are shown for grade configurations (e.g., 5-6-7-8, 6-7-8, 7-8, 7-8-9) rather than by individual grades. There are some changes occurring, and these are noted. However, there are certain trends that are evident. For example, the 7-8 and 7-8-9 configurations are uniformly taught with the subject specialist (subject-centered, much like the traditional junior high and senior high schools). The other configurations with the lower grades (5-6-7-8 and 6-7-8) show some variability and use of other instructional patterns. Table 4 shows the PSCR configurations.

Table 4

Subject Organization for Instruction: PSCR Study (1983)
(Number of schools of each configuration using each instructional format)

Instructional Format	Grade Configuration of School 5-6-7-8	6-7-8	7-8	7-8-9
A. One subject taught by one teacher	0	13*a	2	3
B. Several subjects taught by one teacher (self-contained)	0	1	0	0
C. One subject taught by a team (subject area team)	0	a	0	0
D. Several subjects taught by team (interdisciplinary)	1	6	0	0
Totals	1	20	2	3

*Two Knox City schools are moving toward "D" in some areas and grades.

[a]Greeneville is moving toward "C" or using that approach some.

Ability grouping is common in middle schools (88 percent), and the key indicators for making ability-grouping decisions are staff judgments, standardized tests and grades (Valentine, et al., 1981:pp. 67-78). This question was not asked in the PSCR study.

School Size

The sizes of the schools in the PSCR study ranged from a low of 255 to a high of 1144. Part of this may have been a function of the grade configuration. Table 5 presents these data. Not surprisingly, schools with three grades tend to be larger than schools with two grades, and schools in the large urban areas tend to be larger than schools in outlying communities.

Table 5

Range of School Sizes By Grades and School Location in PSCR Study

Grades	Range	$\bar{x}$	N	Location	Range	$\bar{x}$	N
7-8-9	462-623	569	3	City	392-921	594	10
7-8	255-310	282	2	County	255-1144	749	8
6-7-8 *	259-1144	632	21	Others	259-636	505	8
Total	255-1144	614	26*	Total	255-1144	615	26

*One school was a 5-6-7-8 configuration (1033 pupils).

According to the NASSP study (Valentine, et al., 1981:49), "Nearly 50 percent of middle level schools enroll between 400 and 800 students." In the PSCR study, 14 of 26 (or just over 50 percent) of the middle level schools enrolled between 400 and 800 students in Spring, 1983. These data show that in the area of school size, the PSCR group follows the national configuration quite closely. Table 6 compares the PSCR study and NASSP study (1981) on the percent of schools in various size categories.

Table 6

Percent of Schools in Various Size Categories
(NASSP, 1981 and PSCR, 1983)

	School Size					
Study	up to 400	400-599	600-799	800-999	1000-1399	+
NASSP (1981) (Valentine, et al.:49)	20	25	24	18	10	3
PSCR (1983)	19	27	27	19	8	0

Support Personnel

The PSCR survey asked respondents to specify the number of support personnel in various categories. Table 7 below shows the range of responses by three categories of respondents: Knoxville City, Knox County, and other PSCR Districts (Harriman, Greeneville, Morristown, Roane County, Oak Ridge).

Table 7

Range of Support Personnel in Three Groups of Responding Districts by School Size

Districts	Support Personnel Categories: Guidance	Admin.	Art	Music	Phys. Ed.	Other*	School Size
Knoxville (N=10)	1-1.5	1.5-2	.8-2	.8-2	1-3	0-2.25	392-921
Knox Co. (N=8)	1	1-3	1-2	.5-5	1-4	0-11	260-1145
Other PSCR (N=8)	0-2	1-2	0-1	0-3.4	1-3	0-5	260-630

*This included Librarian, Chapter I, Speech/Hearing, etc. Some were part-time.

Nearly every school indicated that specialists were available to help (speech/hearing, special education, etc.), and all but two of 26 schools indicated that there was at least one counselor available. Of interest was that the number of counselors did not seem to vary with the pupil population of the building in Knox County and Knoxville City; there was more variability in other PSCR districts. Only Oak Ridge (with a 7-8-9 grade configuration) had two counselors (full-time), demonstrating one problem identified in the section on certification and employment standards.

The NASSP study (Valentine, et al., 1981:45ff) showed that 90 percent of the middle schools in that sample had at least one counselor; 77 percent had at least one assistant administrator; and most had aides, nurses, special education support, librarians/media, etc. In this regard, the schools in the PSCR study are very similar to the national sample.

Facilities

Cross comparisons of types of facilities in the middle level schools in the PSCR study and in the 1981 NASSP study (Valentine, et al.) are provided in Table 8. Column 1 provides the percent of the respondents in the NASSP study that had the facilities noted (Valentine, et al., p. 61); column 2 provides data for Knoxville, column 3 for Knox County; column 4 provides the data for the other PSCR districts; and column 5 provides the PSCR study total.

Table 8
Facilities Found in Middle Level Schools (Percents)

Facilities	NASSP	Knoxville (N=10)	Knox Co. (N=8)	Other PSCR (N=8)	PSCR Total (N=26)
Gym	89	100	100	87	96
Library	91	100	100	100	100
Media Center	53	50	25	50	42
Music	91	100	100	87	96
Art	87	100	100	50	85
Computer/Data Proc.	21	40*	12	50	35
Pre-Voc./Career Ed.					
Exploratory	-	10	12	25	15
Ind. Arts/Shop	-	100	12	62	62
Home Econ.	-	90	12	62	58
Drafting	-	30	-	-	12
Labs					
Reading	64	30	-	37	23
Language	28	30	-	25	15
Math	34	30	-	25	19
Science	-	80	50	37	58

*Some "partial;" these may indicate availability, rather than a separate facility.

Note that, except for the special labs (reading, language, math), the PSCR study results are extremely similar to the NASSP study. All middle level schools in the PSCR study had libraries and 35 percent have facilities for computer/data processing. The PSCR study identifies that most area middle level schools have some facilities for pre-vocational activities such as

industrial arts and home economics. Several respondents indicated that the media center was part of the library, but unless a separate media center was indicated, the response was tallied as "Library." Several respondents indicated that their schools had an auditorium, but that category was not treated separately.

Summary of Courses other than "Basics"

Table 9 provides a summary of courses other than the "Basics" (math, reading, etc.) offered at middle-level schools. The summary is provided based upon principals' responses to the questionnaire, and not all principals reponded to this item. Thus, the numbers of positive responses for each category are provided by grade (5-6-7-8-9), by Elective (E) or Required (R), by subject category. Responses are also divided by Knoxville City (plain numbers), Knox County (numbers in ○), and other PSCR districts (numbers in □). The three broad categories in this section were Vocational/Career Education, Special Education, and Music (Band, Chorus).

Results show that not all schools offer programs for all categories, and that there is considerable variation in whether the courses are considered "required" or "elective." (Some confusion was evident in special education where there is a requirement for "M-Teams" prior to placement. Some principals considered this elective; others checked required. Generally, all schools had provisions for resource and for mainstreaming.)

Approximately 15 of the 26 schools (57 percent) indicated that they had programs for the gifted. The NASSP study (Valentine, et al., 1981, p. 71) found that school size seemed to influence the incidence of programs for gifted pupils. For example, more than 75 percent of large schools (over 800) had programs for gifted, but only 57 percent of schools smaller than 400 pupils had such programs. Thus, the schools in the PSCR study fall somewhat below the national average in this category.

In the Vocational/Career Education block there is considerable variability. In some schools there is scant attention to these aspects of education (although the literature indicates that this type of activity is most appropriate for middle grade students). Only Knoxville City offers drafting as a regular option, although it is an elective in one grade 9 situation in the other PSCR district group.

Instrumental music/band is offered in at least 24 of the 26 schools as an elective; chorus/vocal is offered in most schools as either an elective or required course.

Table 9
Summary of Course Offerings (N) Other Than "Basics" Shown by Grade Level

Subjects	Grade Type→	5 R	5 E	6 R	6 E	7 R	7 E	8 R	8 E	9 R	9 E
Voc./Career											
Ind. Art				3 [2]	2 [1]	5 [3]	5 [1]	2 [4]	7 [1]		[1]
Home Ec				1 [2]	2 [1]	3 [3]	5 [1]	1 [4]	7 [1]		[1]
Drafting				2	1	3	2	2	3		[1]
Computer *					(1)	[2]	(1)	[2]	(1) [2]	[2]	
Career Ed.						[1]	[2]		[2]		
Spec. Educ.											
EMR		(1)		(3) 3 [2]	[1]	(4) 3 [2]	[1]	(4) 3 [2]	[1]		
Resource		(1)		(4) 10 [3]	[1]	(6) 10 [6]	[1]	(6) 10 [6]	[1]	[2]	
Mainstream		(1)		(3) 8 [5]	(1)	(5) 8 [7]	(1)	(5) 8 [7]		[2]	
Gifted			(1)		(4) 6 [5]		(5) 6 [7]		(5) 7 [6]		[1]
Music											
Instr./Band					(4) 10 [5]		(6) 10 [8]		(6) 10 [8]		[2]
Vocal/Chorus				9 [1]	(4) [4]	(3) 8 [2]	(6) 2 [5]	(2) 5 [2]	(6) 5 [5]	[1]	[1]

Knoxville. Maximum N=10. Number only; all 6-8 schools.
Knox County. Maximum N=8. Number in ○; 5-8, 6-8, 7-8 schools
Other PSCR. Maximum N=8. Number in □; 6-8, 7-9 schools.
Only positive responses shown.
*Some Knoxville schools indicated "exposure" (N=4) at several grade levels. (Data not shown above.)

R=Required
E=Elective

Other Program and Schedule Elements

The middle grades schools in the PSCR study tend to have quite complete programs for their pupils even though many schools rely heavily on bus transportation. Table 10 below summarizes the findings relative to several key program elements. All of the schools employ some form of homeroom. A few more than half the schools use activity periods to allow them to accommodate co-curricular activities. Clubs are evident in over 80 percent of the schools with some clubs held during the school day (activity period) and some held after school. Nearly 9 out of 10 middle grade schools sponsor or hold dances for their pupils; most are held after school hours. Nearly all of these schools sponsor some competitive athletics, and over 80 percent have some form of student publication (yearbook or newspaper). In these regards the schools in this study are providing a rather varied set of opportunities and activities for their pupils.

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Table 10

Selected Program and Schedule Elements of PSCR Area Middle Level Schools (1983)

Element	Other PSCR Districts (N=8)		Knoxville (N=10)		Knox Co. (N=8)		Total (N=26)	
	N	%	N	%	N	%	N	%
Homeroom	8	100	10	100	8	100	26	100
Activity Period	4	50	4	40	6	75	14	54
Clubs	6	75	7	70	8	100	21	81
Dances	6	75	9	90	8	100	23	88
Athletics	7	87	10	100	8	100	25	96
Publications	7	87	8	80	7	87	22	85

Regional Accreditation

The regional accrediting agency for the PSCR area is Southern Association of Schools and Colleges (SACS), which has an Elementary Commission and a Secondary Commission (but no group specifically for the Middle Schools). In the PSCR study 5 of 26 schools (19 percent) were accredited by SACS. This is considerably lower than the national finding: just under half of the middle level schools in the NASSP study (48 percent) were accredited by regional accrediting agencies (Valentine, et al., 1981:pp. 78-79).

Accreditation seems to be a function of the system, not of the school. All fully accredited schools were outside the Knoxville-Knox County area. Several schools indicated that they were "affiliated" with SACS, but not accredited (Knox County). Some principals questioned the value of accreditation. (What influence does the SACS stand on grade 6 youngsters participating in athletics in middle schools have on this in athletically minded East Tennessee?)

V. STATE TIME REQUIREMENTS (1983-84) FOR INSTRUCTION

Using data from Appendix F, the following is a summary of state time requirements for grades 5-8, the usual middle grades range, for various subject areas.

Table 11
State Time Requirements (1983-84) for Instruction

Subject	Hrs./Wk.	Hrs./Day*
Language Arts (Reading, Spelling, etc.)	10	2
Math	5	1
Science	"Continuous Program"	1
Soc. Studies	"Continous Program"	1
Phys. Ed.	2	Translates into about 1 hr./day throughout the week
Art	1	
Music	1	
Safety	.25	
Health	"Required" only	

*Hours/day is roughly "periods" for instruction. State time requirements use about six (6) hours/day. If this is translated literally into "hours" and not periods for instruction, if the usual middle level day for students is 7 hours (see p. F-1), and if the schedule accommodates homeroom, time between classes, and lunch, then middle level schools in Tennessee should be able to do little except the minimum requirements.

These requirements, in reality, restrict the principals from the flexibility and program diversity that the middle school philosophy suggests are most appropriate for the transescent. There are scheduling strategies that principals can use to free some time for electives, but the facilities may not be designed to accommodate the changes (e.g., block scheduling of reading, language arts, social studies; combinations of math and science; health and safety). An analysis of these requirements vs. the philosophy of middle schools seems to account for some of the principals' comments and frustrations that the researchers sensed (see section VIII, pp. 37-38).

Clearly, if key elements of the "ideal" middle school are to be effective in the schools in this study, some adjustments are needed. Some that come to mind are: 1) special state requirements for the middle level grades that embrace the middle school philosophy; 2) reduction of the time requirements (say from 2 hours to 2 periods) and adjustments of schedules to shorter periods (e.g., 45 minutes), resulting in one or two additional "periods;" and/or 3) lengthening the school day somewhat.

VI. SOME PROGRAM COMPARISONS AND COMMENTS

The 1983 PSCR study followed the format of the 1982 middle grades study (Chance, 1982) and asked respondents to provide information about the curriculum offerings. For each subject area the principals were asked to indicate the amount of time (minutes) spent on the subject, the frequency of the class meetings (daily, alternate days, etc.), the length of the course (year, semester), and whether the course was elective or required. Additional questions were asked about the organization for instruction, co-curricular programs, etc. (See questionnaire, Appendix B). Data about the curriculum were compiled and appear in Appendices C, D and E.

Knoxville City has 10 middle level schools all housing grades 6-8. There is considerable variation in the programs among the schools. Scheduling of Physical Education, for example, shows how the principals try to adjust the school schedules to meet the demands both of the communities they serve and the state time requirements. Note the schedule varieties (e.g., 45 minutes per day for 18 weeks; 59 minutes on alternate days for the whole year; 45 minutes per day for 12 weeks; two and one-half days per week all year; etc.) There are some choices and variations by community. Two schools have language all year; one has "exploratory" for a semester; seven have no foreign language options (p.C-3). There is variation in vocational programs (p.C-4). There also is considerable variation in the science programs offered in various schools (p.C-2). Some computer options are becoming available (Table 9, p. 25). Although some high school courses are available (e.g., Algebra I), high school credit is not awarded for those who complete the courses satisfactorily.

Dr. Charles Chance has made a more comprehensive analysis of the Knoxville City middle level programs in his 1982 memorandum (Appendix A) and in the section IX of this report, pages 39-41.

The Knox County program has eight middle level schools. Five programs are 6-8, two are 7-8, and one is 5-8. Although there are varying schedule options, it appears that there is consistency among schools in the courses offered and the amount of time that pupils spend in various subjects (except the social studies option at Powell which is alternate days all year rather than daily all year as in other schools). A comparison of course offerings in Knoxville and Knox County shows that there are more options and electives available in Knoxville, and a more consistent program among schools in Knox County. Knox County, for example, does not indicate that it offers foreign language, industrial arts, home economics, drafting, typing, some computer options, etc. They do, however, have more comparability of programs and time allocations among schools than Knoxville, and strict adherence to the State time allocations if one "hour" means one "period." (Appendix D).

Data for "Other PSCR District" appear in Appendix E. Several districts are represented among these eight schools. Oak Ridge has two junior high schools, grades 7-9. Programs here are consistent, with vocational options (including typing and computer options) available. Languages are offered, but one school offers 30 minute periods of language and the other offers 50 minutes in grades 7 and 8.

Two middle schools (6-8) are in Morristown. These have comparable programs (in curriculum offerings and time allocations.) They do not offer languages, but they do have vocational options, band, chorus, and programs for gifted.

The program at Greeneville is very similar to the two Morristown schools. Greeneville does have a career education program (See Table 9, p. 25) for grades 7 and 8.

The remaining three schools are in Roane County and Harriman. The programs among those schools are very similar with a focus on the state-required courses and time allocations. Vocational and career education options are not generally available.

In General

In general the middle level programs are governed by state time requirements which, within a seven-hour instructional day, provide little flexibility for implementing programs based on the "middle school philosophy" described in sections II, VII, VIII.

VII. SOME IDEALS AND COMPARISONS TO THE OPTIMUM...

Grade Organization

One portion of the 1981 NASSP study asked the respondents (principals of middle level schools) for their opinions on some "ideals" (Valentine, et al., 1981:89-90). The principals favored the 6-7-8 combination overall (54 percent) and in the South (52 percent). This was a change from the 1966 NASSP study (Alexander, 1967) when 65 percent favored 7-8-9 and only 18 percent favored the 6-7-8 configuration.

Table 12

Percent of Respondents Choosing Designated Ideal Grade Combinations: Total, South, and Two NASSP Studies (Total) and PSCR Study (Actual Grade Configurations)

	Grade Configurations (Percent of Responses)				
A. Ideal: NASSP Studies	7-8-9	7-8	6-7-8	5-6-7-8	Other
Total (All areas)	17	18	54	6	5
South Region	22	11	52	6	9
NASSP 1980	17	18	54	N/A	N/A
NASSP 1966	65	13	18	N/A	N/A
B. PSCR Actual					
Total (N=26)	[illegible]	8	77	4	0
City (N=10)	0	0	100	0	0
County (N=8)	0	25	63	12	0
Other (N=8)	37	0	63	0	0

School Size

The NASSP respondents also identified what they would consider as the ideal school size (pupil population). That information is shown with the actual school size from the PSCR study in Table 13. The PSCR schools are generally close to the "ideal" as specified by respondents to the NASSP study.

Table 13

"Ideal" School Size (NASSP:1981) and Actual School Size (PSCR) Expressed in Percents

	School Size (Pupil Population)	
	Ideal (NASSP)	Actual (PSCR)
up to 400	12	19
400-599	27	27
600-799	36	27
800-999	17	19
1000-1399	8	8
1400 and up	0	0

The School Day for Pupils and Teachers

Nearly every school in the PSCR study indicated that pupils attended school for 7 hours and teachers attended for 7.5 hours. The most common school day for pupils was 8:30 to 3:30 (22 of 26 respondents) and 8:15 to 3:45 (15 of 26 respondents) for teachers. There were some slight variations (e.g., 8:25 to 3:25 for pupils; 8:00 to 3:30 for teachers, etc.), but generally it is clear that pupils in this study attend 7 hours of school each day and the teachers are in the buildings between 7.5 and 7.8 hours per day.

The respondents (principals) indicated that, in general, there is no coordinated, central-office developed master schedule for buildings; within limits this is left to individual principals. This is apparent when the usual* configuration of daily schedules is reviewed.

The most common middle level school day is seven periods long (14 of 26); next is the eight-period day (5 of 26) followed by the six-period day (3). Two schools listed combinations of periods with varying lengths of time for those periods: 6 periods of 60 and 7 periods of 50 minutes; 7 and 8 periods of 45 to 55 minutes, with scheduling arrangements to accommodate lunch.

*A generalized description of "usual" is misleading. Many schools have special schedules (blocks, some modular schedule, varying periods by days--say, 6 periods of 60 minutes one day and 7 periods of 50 minutes another. There is much more flexibility than this summary shows.

The IDEAL as Described by One Study *

The following contains excerpts and direct quotations from a recent study of the middle grades. (Molitor, J. A. and R. A. Dentler, Reorganizing the Middle Grades, Cambridge, MA, Abt Associates. 1982) The material here has been selected and excerpted from pages 4-22 to present a sort of summary model of the "ideal" middle grades school as identified by the study conducted for the Program on Educational Policy and Organization, National Institute of Education by Molitor and Dentler.

After indicating that the ideal middle school begins with grade 6, Molitor and Dentler (1982:5) list several elements of the ideal:

- All students are prepared for high school.
- Vocationalism is replaced by school-wide exploration of careers.
- Some courses in skill subjects remain academic, but others are activity based.
- Courses in the language arts and mathematics do not imitate high school courses but treat skill deficits.

Molitor and Dentler identify the middle schools philosophy and implementation as a social movement with specific and identifiable aims. Those aims are (Molitor and Dentler, 1982:5-6):

1. The middle school program should emphasize individual personal growth. It should be "child-oriented" rather than "subject-oriented."

2. The middle school program should focus on the "whole child" and encourage his /her development in all areas: physical, social, intellectual, and emotional.

3. The middle school program should adapt to the great differences in maturity, learning styles, and levels of ability among children in the middle grades.

4. The middle school program should emphasize broad learning and exploration. The program should avoid premature specialization or channeling of student interests.

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* Section prepared primarily by John Keedy, Ed.D. who currently (1983-84) serves as principal of an elementary school in Massachusetts.

5. The middle school program should focus on the continued development of basic skills and critical thinking and learning skills. There should be less emphasis on the acquisition of specific information in the content areas.

6. The middle school program should emphasize integration of information within and across subject areas.

7. The middle school program should be distinctive from other levels of education, and provide a smooth transition from the self-contained elementary classroom to the more complex environment of the senior high.

8. The middle school program should recognize the increased sophistication of today's children, yet avoid placing them in social situations for which they are not ready.

The following section presents the "basic model" as described by Molitor and Dentler in their study (pages 13-22). The material is summarized and grouped to provide the essence of the model in abbreviated form. All page numbers are from Molitor and Dentler, 1982.

The basic model: teachers are organized by teams to include one English, one social studies, one science, and one math teacher. Each team has from 90 to 125 students in one grade level for 4 periods a day/five days a week (13 and 14).

The basic model has the following features.

Exploratory courses: options such as art, music, home economics, and industrial arts are crucial to give young adolescents a chance to create special learning opportunities among a large number of students (14 and 15).

Activities: are expressions of teacher and student interest. Examples of such activities are hobbies, arts, crafts, guitar playing. (In practice, required courses consume the greater part of the day; activities become space fillers) (16 and 15).

Curriculum integration: there are two ways to optimize integration among subject departments:

(1) integrated core curriculum--courses of interdependent units spiral in sequence. For example, a course in metalwork blends sequence skills from math, science, and drafting.

(2) individual teams collaborate so that English and social studies are blended, as are math and science (16 and 17).

Discipline: instead of employing a "dean of students" the teaching teams compare notes on their clusters. Often entire teams meet with parents to discuss problem behaviors (17).

Teacher-as-advisor: each adolescent needs a relationship with an adult who both cares about and knows the student well enough to offer guidance. Teachers share the guidance function with staff guidance counselors (17 and 18).

Block scheduling: the middle school facilitates the transition from the self-contained elementary school to complex modular schedules of comprehensive high schools. Team teachers in middle schools can share their daily time frame to suit their planning. (In practice many middle schools facilities are "egg-crate" elementary schools--unsuitable to team teaching) (18-19).

Parent participation: parent participation is strongest in grades K-5 and K-6 and weakens after that. Parents appear to enjoy conferences with 2 to 5 teachers (in team pattern). Parents also volunteer in offices, libraries, classrooms, advisory committees, and field trips (the latter often to provide career exploration). Many parents interviewed in the Molitor and Dentler study wanted to "preserve the innocence of pre-teens", from the "precocity of sex roles" picked up from ninth graders. Some of these parents believed that volunteer work could help preserve this innocence (19 and 20).

Events: the middle school philosophy rejects the interscholastic competition, cheerleading, and dances which tend to develop cliques based on athletic prowess, social popularity, and academic giftedness. Middle schools are a setting where unity and cooperation are developed through shared activities--such as buttons, slogans and T-shirts with devised logos and slogans (20 and 21).

Report cards: since middle schools are the transition from elementary to high schools, report cards become indicators of future success in later years. Middle school students also begin to develop in physical size, maturity, cognitive abilities, and social dispositions at different rates. Comparisons to groups--no longer having meaningful "averages"--are often replaced by two options. Criterion-reference sets a minimum standard; achievement is indexed at 100 percent when criterion is met. The second option is progress reporting, in which a student's "personal best" becomes an individual standard (21).

Grouping middle school students: the conventional grouping of middle school students by age contradicts the developmental foundations of the middle school. Students should be grouped by age ranges combined with learning levels. For example, 9 to 11 year olds might be in the fifth to sixth grade team. Another grouping choice is multi-age grouping; the same 100 students remain on a student team for the entire three or four year tenure at their middle school; team teachers can develop subgroups and individualize instruction (22).

Comparison of schools in the PSCR study with the ideal model of Molitor and Dentler shows that the PSCR schools are still in transition toward the ideal. For example, there is a very low incidence of multi-disciplinary

teaming, block scheduling, optional report cards, curriculum integration, etc. as inferred by responses to the PSCR survey and from visits to selected middle schools. The schools in this study tend more toward the traditional; however, many of the principals indicated that they were moving in directions suggested by the "ideal", or were contemplating and planning for such movement. Other principals expressed frustration at not having enough control over scheduling and programming to bring about changes that they considered necessary. Exploratory and vocational options were not widely available (Table 9, p. 25) and just over half of the schools sponsored activity periods (Table 10, p. 26).

VIII. SOME PRINCIPALS' COMMENTS

The PSCR Middle Grades Study questionnaire provided space for comments by the middle grades principals. Nearly every principal took the opportunity to make at least one comment. Although worded slightly differently, many of the comments could be classified into broad, general categories. The most comments came from principals in Knoxville City, followed by those in Knox County. The fewest number of comments (N=8) came from the eight schools in the group, "other PSCR districts." Only three of eight administrators in this group made comments and most of these related to changes that administration would like to see (e.g., a mini-course in computers or addition of a counselor) to improve the academic offerings at the school.

Five of the eight Knox County middle school administrators added comments. The majority of these reflected a concern for more time/flexibility and for improved ways to schedule to meet the demands of the middle grade pupils. There was, we sensed, some frustration with the individual principal's ability to adapt programs and schedules to meet the requirements of pupils (as seen by the principals).

All 10 of the Knoxville City principals made at least one comment; several made five or more comments and suggestions. Some of the comments reflected the frustration that we perceived among Knox County principals; that is, they felt that they were unable (generally because of state requirements) to make schedule and curriculum adjustments that they felt would improve their programs. The most frequent comments from Knoxville City middle grades principals, however, related (1) to the need for a person in central office who would be responsible only for the middle schools and (2) to the need for more system-wide attention to organization, plans, goals and direction for middle schools. Most, however, who made these comments indicated that there had been considerable improvement along these lines, and especially in 1983. Table 14 provides a summary of some more frequent comments.

Some comments reflected the origins of middle schools. (Many teachers prefer the junior high to the middle school. Middle schools were "hatched." Middle schools are stepchildren.) These comments often included staffing problems (secondary teachers don't meet pupils' needs). In general, however, the comments were "upbeat," reflecting positive changes that these administrators would like to wrestle with to improve programs in their schools.

In fairness, it should be noted that there is little room for flexibility in the schedule if there is a seven-period day and if pupils attend school

Table 14

Summary of Middle Grades Principals' Comments

Comment	N
Autonomy in scheduling; more freedom to adjust program.	10
Personnel and certification (e.g., "Asked for reading teacher but got coach; get surplus secondary teachers who don't really fit into program," etc.). Need counselor. Need instructional assistant.	8
Attention to philosophy, goals. Need system-wide direction.	6
Supervisor responsible only for middle grades.	6*
Need more attention to system-wide organization and plans.	6
Preservice and inservice specifically for this level.	6
Curricular changes (enrichment, pre-vocational, typing)	5
General problems: space, transportation, supplies, texts.	4

*All of these comments were from Knoxville City.

for seven to seven and one-half hours. This lack of flexibility is apparent when the various state requirements are laid out in a schematic form. (See Appendix F.) The required courses and time allotments leave almost no room for program adjustments at the individual building level.

IX. DISCUSSION OF FINDINGS

Knoxville City Middle Grades *

The following represents a summary of the middle school needs in the Knoxville City Schools as compared to other middle schools surveyed (Knox County and other PSCR districts) and in terms of the earlier (5/82) study of Knoxville City Middle Schools (Appendix A).

THE GENERAL CURRICULUM

1. A need exists in terms of developing a system-wide concept of middle schools. This system-wide concept should be translated into system-wide goals.

2. A need exists in terms of developing a system-wide organizational framework that will accommodate individual schools and community needs.

Language Arts

There exists a lack of consistency in the amount of time allocated to language arts. It should be noted that some confusion still exists between language arts and reading. An example of this inconsistency is that in Vine Middle School and Gresham Middle School the time allocated to this area is reduced. In comparison to other middle schools the remaining eight Knoxville middle schools are very consistent with the time allocated to language arts and reading.

Mathematics

In general there appears to be high degree of consistency in the mathematics curriculum. Knoxville middle schools compare favorably with other middle schools surveyed.

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* Section primarily prepared by Dr. Charles Chance, Curriculum and Instruction, College of Education, University of Tennessee, Knoxville.

Science

There exists a wide variation in the science curriculum in terms of curriculum offerings and time allocations. A greater amount of time spent studying science is very evident in other middle schools surveyed (e.g., Knox County and other PSCR districts), than in Knoxville. There needs to be an examination of the science curriculum in terms of courses, sequences, and time allocations. More time should be allocated to the study of science.

Social Studies

In a general way the social studies curriculum reflects a high degree of variation in terms of time allocation and course offerings. The need exists to determine the basic concepts, courses, sequences and time allocations that should be emphasized in the middle schools. Once this is done, more consistency will be available among schools.

Physical Education

There exists a wide variation in the physical education curriculum in terms of scheduling; however, the time allocations appear to be consistent. This is one area where administrators can be "creative" in scheduling P.E. and other courses to fit in electives or requirements.

Music

There exists a wide variation in the music program in terms of scheduling and the amount of time a student receives. In comparison to other middle schools, it would appear that Knoxville City offers less time to the music program. However, students may elect chorus and/or band if they have a strong interest in music. These options are available in every school.

Art

A wide variation exists in the art program in terms of scheduling and time allocations. Knoxville City compares favorably with other schools surveyed in terms of offerings and time allocation.

Foreign Language

In Knoxville City a foreign language program exists in three schools. Only two schools surveyed in other systems offer a foreign language program.

Vocational Industrial Arts

In Knoxville City there exists a wide variation in the vocational curriculum in terms of scheduling and time allocations. However, Industrial Arts and Home Economics are offered with some consistency as either required or elective options.

Drafting

Out of the twenty-six schools surveyed, five Knoxville City middle schools offer a course in drafting. This course is required in some combination of grades 6-8 at three schools, and elective at two other schools. One other school has an elective at grade 9.

Home Economics

All of the Knoxville City middle schools offer home economics. Only three of the other schools (16) surveyed offered home economics.

Health

Wide variations exist in the health program in terms of scheduling and time allocations. However, all appear to meet the state requirements.

X. COMMENTS and RECOMMENDATIONS

A comparison of middle-level education in East Tennessee with recent studies of similar schools throughout the U.S. shows many similarities and numerous differences. In terms of such things as grade organization, school size, organization for instruction, facilities, programs for gifted, and general curriculum offerings there are many similarities. Many fewer schools in the PSCR area are accredited by a regional agency than in the national studies.

Within the PSCR area there were considerable differences between and among the schools. The Knoxville City Schools have more variability among schools in curriculum offerings and time allocations for instruction than do other systems. The Knoxville City Schools have more electives and options available; the Knox County Schools have a good deal of consistency between and among the schools, but most programs seem strictly constrained by State time requirements.

The PSCR-area schools do not follow closely the middle school philosophy and ideal as described in the literature and recent studies and as presented in sections II, VII, and VIII of this report. Indeed, the State time requirements for instruction and a seven-hour day for pupils mitigate against much program flexibility. However, individual principals and school staffs have made adjustments to enhance and enrich their programs. These adjustments are reflected in schedule "gymnastics" and some movement toward block scheduling and teacher team arrangements for instruction.

There is some movement toward work with computers (required in Oak Ridge's Junior High programs) in accordance with changing times and public emphasis on "excellence" as defined by current reports, such as A Nation at Risk. The emphasis of these reports on more attention to "The Basics" and

to more science and math may dictate more restrictions on the middle-level curriculum (contrary to the "ideal" as expressed in middle-level school literature). Interestingly, few of the middle schools in this study offered typing as an option -- a subject most appropriate for this age level and one that some schools require before introduction to computers.

There have been several sets of recommendations specifically for Knoxville City regarding the middle schools program (Appendix A, Section IX). It seems clear that the Knoxville City Schools should consider a central office position that would have primary responsibility for coordinating the middle school effort. There should also be some stated (written) philosophy, goals and objectives. A local committee should be formed to help the middle schools manuever the difficult course of 1) consistency among schools in curriculum offerings and time allocations, 2) state requirements, 3) needs of pupils and of specific communities, and 4) the philosophy and goals of the Knoxville City middle schools program. In terms of the "ideals" expressed (options available to students in terms of a range of course offerings -- languages, drafting, home economics, industrial arts, computers, band, chorus, publications, etc.), the Knoxville City Schools measure up quite well relative to the data presented. There were several principals' concerns, however, that suggested that there may be problems with teacher certification and assignment.

The structure of the curriculum and arrangements for instruction in the remaining schools seem less like the "ideal" and more like a traditional junior high school (except that the grade configurations are primarily 6-8). In light of the current emphasis on "basics" and more science/math/computers and academic "rigor", this arrangement may be fortuitous. However, if the middle school philosophy is to be implemented, some changes are needed.

1. If time is added to each school day (or more days added to the calendar), this time should be used innovatively for subjects and activities related to the middle school philosophy.

2. Schools should consider more block scheduling, or more teacher team arrangements -- especially interdisciplinary teams -- to gain program flexibility in accordance with the middle school ideal.

3. If some high school courses are offered as options in grade 8, Carnegie Unit credit should be available to students who complete the courses successfully.

4. The middle grades seem to be ideal for the introduction of work with computers. If time and flexibility can be found, schools should move in this direction. Typing is an elective that seems suited to the middle grades, and is especially pertinent if some high schools encourage pupils to take typing before they take a computer course.

5. If the middle grades effort is to be given a real trial in Tennessee, some reduction in the restrictiveness of the state time requirements for instruction seems imperative. In a seven-hour day, about all that can be done is to meet the state requirements.

6. More attention should be paid to accreditation of these middle-level schools by the regional accrediting agency. (This is a problem because SACS has no specific middle-school program. A middle school must opt either elementary or secondary. The SACS rule on sixth graders in competitive athletics seems to conflict with the established athletic programs).

7. Certification, training, and placement of teachers need to be studied in more detail and addressed. Principals' comments identified this as a major area of concern.

8. Guidance is an important function for this age group. Although all schools (except one) had a counselor, there was not a corresponding increase in the number of counselors with the increase in number of pupils. This may be exacerbated by the fact that there is no state requirement for a counselor for this school level unless the school includes grade 9 (and only 3 of 26 of the schools in the PSCR study -- 12 percent -- included grade 9).

9. There should be one central office person responsible for the middle school program. This is especially true in large systems.

10. School systems should have formal statements of middle-school philosophy, mission, goals, and objectives. These should be worked out by professional staff and approved by the Board of Education.

11. There should be planned, on-going staff development activities for middle-school personnel. In cooperation with this, the University should be sure that appropriate courses, problems and field experiences are available for middle-school preservice and inservice personnel.

12. Once the middle-school concept is accepted by a school system, there should be some long-term personnel planning to staff these schools. Systems need to avoid scheduling particular courses because they have personnel with particular certifications.

13. Knox County, which at the time of the study had several grade patterns (7-8, 5-8, 6-8), should develop a single middle-school organizational pattern. (Note: this is underway in 1983-84, and by 1984-85 Knox County will have a middle-school organization of 6,7, 8).

14. Knoxville City and Knox County should meet to see if it is possible to develop some standardization of middle-school offerings since there is pupil mobility between the systems.

15. Group counseling may be an effective technique to alleviate some of the need for counseling at the middle school. Counselors should consider this option until there is state consideration for funding an adequate number of counselors for this age group.

16. The "in the middle" nature of the middle school suggests that a system-wide coordinating council of teachers, administrators, and central office personnel may be useful in curriculum planning and articulation.

17. Additional and specific recommendation for curriculum issues for Knoxville City are contained in Appendix A, a memorandum by Dr. Charles Chance.

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APPENDICES

A 1982 Study (Dr. Charles Chance)
B Questionnaire, 1983 PSCR Study
C 1983 Study Data: Knoxville City
D 1983 Study Data: Knox County
E 1983 Study Data: Other PSCR Districts
F State Department of Education Time Requirements (1983-1984)

MEMO

TO: Dr. Jim Newman, Superintendent, Knoxville City Schools

FROM: Dr. Charles A. Chance

RE: Status Study of Middle Schools in Knoxville City Schools

DATE: May 31, 1982

Introduction

The following represents the summary of a study to analyze the curriculum offerings and time allocations in the Knoxville City Middle Schools. My gratitude is offered to Dr. Earl Henry who provided the schedules and accompanied me to each middle school. He clarified several points during the study.

I hope that this study will provide the Knoxville City School Administration additional information in its effort to improve the middle school curriculum.

Purposes

The major purposes of this study were:

1. To identify and analyze the curriculum offerings of each middle school in terms of possible standardization.

2. To analyze the schedule (time allocations) of each middle school in terms of possible standardization.

Activities

The major purposes of this study were accomplished by the following activities.

1. The schedule of each middle school was collected and analyzed in terms of curriculum offerings and time allocations.

2. Each middle school was visited, and the principal was interviewed for the purpose of clarifying curriculum offerings and schedules.

Major Findings and Curriculum Needs

The General Curriculum

1. Variations do exist among the middle schools in terms of curriculum offerings and student classroom time allocated to the curriculum offerings.

2. A need exists in terms of developing a system-wide concept of the middle school.

3. A need exists in terms of developing system-wide goals for middle schools.

4. A need exists in terms of developing a system-wide organizational framework that will accommodate individual schools and community needs.

Language Arts

1. There exists confusion in terms of a definition of language arts. Does it include reading, grammar, English, spelling, handwriting, communication skills, study skills, library skills, etc.? If so, how much time?

2. A need exists in terms of a system-wide definition of language arts.

3. A need exists in terms of a definition of the term "double block" of time. How does it relate to Title I? How does it relate to reading?

Mathematics

There appears to be a high degree of consistency in the mathematics curriculum in terms of curriculum offerings and time allocations.

Science

1. There exists a wide variation in the science curriculum in terms of curriculum offerings and time allocations.

2. A need exists in terms of system-wide expectations and time allocations for the science curriculum. Should more time be allocated to the teaching of science? Should each grade level be working on the same curriculum themes, i.e., general, life, earth, etc.?

Social Studies

1. There exists a wide variation in the social studies curriculum offerings and time allocations.

2. A need exists in terms of system-wide expectations and time allocations for the social studies curriculum. Should each grade level be working on the same curriculum themes, i.e., social studies, geography, Tennessee history, U.S. History, etc.? (It is my understanding that some of this will be clarified in 1982-83.)

Physical Education

There exists a wide variation in the physical education curriculum in terms of scheduling. However, the amount of time students receive in physical education appears to be consistent.

Music

1. There exists a wide variation in the music curriculum in terms of scheduling. Due to the elective program in some schools, it is difficult to determine if the amount of time students receive is consistent.

2. A need exists in terms of system-wide expectations and time allocations. Clarification is needed in terms of the relationship of the music program to the elective program.

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Art

1. There exists a wide variation in the art curriculum in terms of scheduling. Due to the elective program in some schools it is difficult to determine if the amount of time students receive is consistent.

2. A need exists in terms of system-wide expectations and time allocations. Clarification is needed in terms of the relationship of the art program to the elective program.

Foreign Language

1. A foreign language curriculum exists in three schools.

2. Due to the limited curriculum offerings, no attempt was made to analyze this program.

Vocational

1. There exists a wide variation in the vocational curriculum in terms of expectations and time allocations.

2. There exists a confusion in terms of a definition of industrial arts. Is it industrial arts, shop, or general shop? Does it include wood, metal, plastics, drafting, etc.? Should drafting be offered and required as a separate class?

3. There exists a confusion in home economics in terms of expectations and time allocations. Should it be offered? Should it be required, elective, or exploratory?

4. A need exists in terms of scheduling the vocational curriculum. It appears that a great number of secondary certified vocational teachers are teaching in middle schools. There is a tendency to schedule these teachers in terms of teacher load rather than student needs in other curriculum areas. This causes a "ripple effect" with the entire schedule.

Health

1. There exists a variation in the health curriculum in terms of expectations and time allocations.

2. A need exists in terms of system-wide expectations and time allocations.

Special Education

Due to the time limitation of this study and the complexity of the program, no attempt was made to analyze it.

Special Programs

1. Due to the time limitation of this study, no attempt was made to analyze special programs in terms of the curriculum.

2. A need exists in assessing the nature of some of the special programs in terms of a middle school concept. For example: directed studies, study halls, exploratory, library, and guidance.

A STATUS STUDY OF
CURRICULUM OFFERINGS IN
KNOXVILLE CITY MIDDLE SCHOOLS

Legend:
D = Day
Yr = Year
Sem = Semester
Al. D = Alternating Days
Ofrd = Offered
Min = Minutes
Eq = Equivalent

CURRICULUM OFFERINGS	BEARDEN	BEARDSLEY	CHRISTENBERRY	GRESHAM	NORTHWEST	SOUTH	SPRING HILL	TYSON	VINE	WHITTLE SPRINGS
	Enrol.	Enrol.	Enrol.	Enrol.	Enrol.	Enrol.	Enrol.	Enrol.	Enrol.	Enrol.
	6 - 287	6 - 241	6 - 127	6 - 262	6 - 316	6 - 212	6 - 150	6 - 136	6 - 170	6 - 110
	7 - 289	7 - 182	7 - 135	7 - 250	7 - 235	7 - 255	7 - 176	7 - 129	7 - 152	7 - 156
	8 - 306	8 - 159	8 - 134	8 - 246	8 - 244	8 - 215	8 - 136	8 - 128	8 - 157	8 - 134
	896	SE - 170	396	758	795	682	462	393	479	400
		752								
	6 Periods	7 Periods	7 Periods	7 Periods	7 Periods	6 Periods	6 Periods	7 Periods	7 Periods	7 Periods
LANGUAGE ARTS										
Grade 6	105 D/Yr	55 D/Yr	120 D/Yr	90 D/Yr	100 D/Yr	100 D/Yr	110 D/Yr	90 D/Yr	90 D/Yr	100 D/Yr
Grade 7	105 D/Yr	55 D/Yr	50 D/Yr	90 D/Yr	90 D/Yr	110 D/Yr	55 D/Yr	90 D/Yr	50 D/Yr	100 D/Yr
Grade 8	105 D/Yr	55 D/Yr	50 D/Yr	90 D/Yr	90 D/Yr	55 D/Yr	55 D/Yr	90 D/Yr	50 D/Yr	100 D/Yr

	BEARDEN	BEARDSLEY	CHRISTENBERRY	GRESHAM	NORTHWEST	SOUTH	SPRING HILL	TYSON	VINE	WHITTLE SPRINGS
MATHEMATICS										
Grade 6	53 D/Yr	55 D/Yr	75 D/Yr	45 D/Yr	50 D/Yr	55 D/Yr	55 D/Yr	45 D/Yr	50 D/Yr	50 D/Yr
Grade 7	53 D/Yr	55 D/Yr	50 D/Yr	45 D/Yr	50 D/Yr	55 D/Yr	55 D/Yr	45 D/Yr	50 D/Yr	50 D/Yr
Grade 8	53 D/Yr	55 D/Yr	50 D/Yr	45 D/Yr	50 D/Yr	55 D/Yr	55 D/Yr	45 D/Yr	50 D/Yr	50 D/Yr
Algebra 1	Ofrd 2/6	No	No	Ofrd 2/7	Ofrd 1/7	No	No	Ofrd 1/7	No	No
SCIENCE										
Grade 6	53 D/Yr	55 D/Yr	50-2D/Yr	45 D/Yr	50 D/Sem	55 D/18 Wks	55 D/Yr	45 D/Sem	50-3D/Yr	50 D/Sem
Grade 7	53 D/Yr	55 D/Sem	50 D/Sem	45 D/Yr	50 D/Yr	55 D/9 Wks	55 D/Sem	45 D/Sem	50 D/Yr	50 D/Sem
Grade 8	53 D/Yr	55 D/Sem	50 D/Sem	45 D/12 Wks	50 D/Yr	55 D/Sem	55 D/Yr	45 D/Sem	50 D/Yr	50 D/Yr
SOCIAL STUDIES										
Grade 6	55 D/Yr	55 D/Yr	60 D/Yr	45 D/Yr	50 D/Yr	55 D/36 Wks	55 D/Yr	45 D/Yr	50 D/Yr	50 D/Yr
Grade 7	53 D/Yr	55 D/Sem	50 D/Yr	45 D/Yr	50 D/Yr	55 D/18 Wks	55 D/Sem	45 D/Yr	50 D/Yr	50 D/Yr
Grade 8	53 D/Yr	55 D/Sem	50 D/Yr	45 D/Yr	50 D/Yr	55 D/Yr(US) 55 D/Sem(TN)	55 D/Yr (US) 55 D/Sem(TN)	45 D/Yr	50 D/Yr	50 D/Yr(US) 50 D/Sem(TN)

	BEARDEN	BEARDSLEY	CHRISTENBERRY	GRESHAM	NORTHWEST	SOUTH	SPRING HILL	TYSON	VINE	WHITTLE SPRINGS
PHYSICAL EDUCATION										
Grade 6	30 Min Eq	30 Min Eq	50 D/Sem	30 Min Eq	55 D/6 Wks	55-2D/Yr	30 Min Eq	45-2D/Yr	50 D/Yr	30 Min Eq
Grade 7	30 Min Eq	55 D/Sem	50 D/Sem	45 D/9 Wks	55 D/6 Wks	55-2 D/Yr	55 D/Sem	45-2D/Yr	50 D/Sem	30 Min Eq
Grade 8	60 D/Sem	55 D/Sem	50 D/Sem	45 D/12 Wks	55 D/6 Wks	55 D/Sem	55 D/Sem	45-2D/Sem	50 D/Sem	30 Min Eq
MUSIC										
Grade 6	45 Al.D/YR	30 Min Eq	55 D/Sem	30 Min Eq	55 D/6 Wks	55-2D/Sem	30 Min Eq	45-3D/Sem	50 D/Sem	30 Min Eq
Grade 7	45 Al.D/YR	55 D/Sem	50 D/Sem	45 D/Sem	55 D/6 Wks	55-2D/Sem	55 D/Sem	45-3D/Sem	50-2D/Sem	30 Min Eq
Grade 8	Elective	55 D/Sem	50 D/Sem	Elective	55 D/6 Wks	Elective	Elective	Elective	50-3D/Sem	Elective
Chorus	Exploratory	Ofrd 1/6	No	Ofrd 2/7	No	Ofrd 1/7	Ofrd 1/6	Ofrd 1/6		Elective
Band	Ofrd 5/6	Ofrd 3/6	Ofrd 2/7	No	Ofrd 2/7	Ofrd 3/6	Ofrd 1/6	Ofrd 3/7	Ofrd 2/7	Ofrd 2/7
Orchestra	Ofrd 1/6	No	No	Ofrd 2/7	No	Ofrd 1/6	No	No	No	No
ART										
Grade 6	45-Al.D/Yr	30 Min Eq	50 D/Sem	30 Min Eq	55 D/6 Wks	55-2D/Sem	30 Min Eq	45-3D/Sem	50 D/Sem	30 Min Eq
Grade 7	45-Al.D/Yr	55 D/Sem	50 D/Sem	45 D/9 Wks	55 D/6 Wks	55-2D/Sem	30 D/Sem	45-3D/Sem	50-3D/Sem	30 Min Eq
Grade 8	Elective	55 D/Sem	50 D/Sem	Elective	55 D/6 Wks	Elective	Elective	Elective	50-2D/Sem	Elective

	BEARDEN	BEARDSLEY	CHRISTENBERRY	GRESHAM	NORTHWEST	SOUTH	SPRING HILL	TYSON	VINE	WHITTLE SPRINGS
FOREIGN LANGUAGE										
Spanish	Ofrd 2/6	No	No	No	No	No	No	No	No	No
Latin	Ofrd 2/6	No	No	No	No	No	No	No	No	No
French	Ofrd 2/6	No	No	No	Ofrd 1/6	No	No	Ofrd 1/6	No	No
German	Ofrd 1/6	No	No	No	No	No	No	No	No	No
VOCATIONAL										
Industrial Arts										
Grade 6	45 Al. D/Yr	Elective	No	No	55 D/6 Wks	No	No	45 D/Sem	Expl/Sem	50 D/Sem
Grade 7	45 Al. D/Yr	55 D/Sem	50 D/Sem	Elective	55 D/6Wks	55 D/Sem	55 D/Sem	45 D/Sem	50 D/Yr	50 D/Sem
Grade 8	Elective	55 D/Sem	50 D/Sem	Elective	55 D/6Wks	55 D/Yr	Elective	Elective	50 D/Yr	Elective
Drafting	Ofrd 5/6	No	No	Ofrd 1/7	55 D/6 Wks	No	No	No	No	No
Metals	No	No	No	Ofrd 2/7	No	No	No	No	No	No
Typing	No	Ofrd 3/7	No	No	No	No	No	No	No	No

	BEARDEN	BEARDSLEY	CHRISTENBERRY	GRESHAM	NORTHWEST	SOUTH	SPRING HILL	TYSON	VINE	WHITTLE SPRINGS
VOCATIONAL CONT'D										
Home Economics										
Grade 6	Exploratory	Elective	No	No	55 D/6 Wks	No	No	45 D/Sem	Elective	50 D/Sem
Grade 7	Exploratory	55 D/Sem	No	Elective	55 D/6 Wks	55 D/Sem	55 D/Sem	45 D/Sem	50 D/Yr	50 D/Sem
Grade 8	Exploratory	55 D/Sem	No	Elective	55 D/6 Wks	No	Elective	Elective	50 D/Yr	Elective
HEALTH										
Grade 6	53 D/6 Wks	55 D/Sem	Intg W/SS	30 Min Eq	55 D/Sem	55 D/18 Wks	55 D/6 Wks	45 D/Sem	50-2D/Yr	50 D/Sem
Grade 7	53 Al.D/6Wks	55 D/Sem	50 D/Sem	No	55 D/6 Wks	55 D/9 Wks	55 D/6 Wks	45 D/Sem	50 D/Sem	50 D/Sem
Grade 8	30 D/Sem	55 D/Sem	Elective	45 D/12 Wks	55 D/6 Wks	55 D/Sem	55 D/6 Wks	45 D/Sem	50 D/Sem	50 D/Sem
SPECIAL EDUCATION										
Resource	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

	BEARDEN	BEARDSLEY	CHRISTENBERRY	GRESHAM	NORTHWEST	SOUTH	SPRING HILL	TYSON	VINE	WHITTLE SPRINGS
SPECIAL PROGRAMS										
Title I	No	Yes	Yes	No	No	No	Yes	Yes	Yes	No
Directed Studies	45 D/Yr	No	No	No	60 D/Yr	No	55 D/Yr	No	No	No
Study Hall	No	No	No	No	No	No	No	Yes	No	Yes
ECS/CLUE	ECS	No	No	No	CLUE	ECS	ECS	ECS	ECS	No
Project Model	No	Yes	No	No	Yes	No	No	No	No	No
Exploratory	Yes	No	No	No	No	No	No	No	No	No
Library	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Guidance	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Principal	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Assistant Principal	Yes	No	No	Yes	Yes	Yes	No	No	No	No

PSCR PSCR MIDDLE GRADES STUDY: 5/83

Public Schools for Cooperative Research

Offices: *College of Education / The University of Tennessee / Knoxville, Tennessee 37916*

Your school system is a member of Public Schools for Cooperative Research (PSCR). At the PSCR superintendents' request, PSCR is sponsoring a study to develop information on the status of the middle grades (middle school, junior high) in East Tennessee. Please help us by completing and returning the survey. We need one survey completed for each middle school. If you have questions, please call Chuck Achilles, U.T., 974-2272. We need your responses by May 11. Thanks.

ANSWER QUESTIONS AS THEY APPLY TO YOUR SCHOOL.

System _____ School _____ Grades (e.g. 5-8, 7-8, etc.)_____

Enrollment (pupils) By grade in this school: 5___ 6___ 7___ 8___ 9___ Tot _____

Special Facilities (Check all that apply)

- Gym ____
- Library/IMC ____
- Media Center ____
- Music Room(s) ____
- Art Room(s) ____
- Computer/data process ____
- Pre-vocational or Career Exploratory ____
  - Indust. Arts ____
  - Home Econ. ____
  - Other (specify) ____
- Special Labs
  - Reading ____
  - Language ____
  - Math ____
  - Science ____
- Other (specify)
  - _____ ____
  - _____ ____

Special Offerings by Grade Level: Required (R) or Elective (E). (Check all that apply.)

	5		6		7		8		9	
	R	E	R	E	R	E	R	E	R	E
Vocational/Pre-Voc.										
Career Exploratory										
Ind. Arts										
Home Ec.										
Drafting										
Computer										
Other Career Ed										
Special Educ.										
EMR										
Resource Room										
Mainstream										
Progs. for Gifted Specify _____										
Music										
Instr./Band										
Vocal/Chorus										

Scheduling Information

Number of periods/day____. Length_____ min?
Length of regular day: Pupils ___AM to ___PM; Teachers ___AM to ___PM.
Do you have a master schedule by: district (all bldgs the same)? ____ by bldg ___?

"Improvement of public school systems through cooperative study and research"

615-974-2272

Excluding special offerings, which best describes your subject organization scheduling for instruction? Check all that apply.

Org. for Instruction	GRADES 5	6	7	8	9	Notes/Comments
1. One subject taught by one teacher (subject specialists)						
2. Several subjects taught by one teacher (self-contained format)						
3. One subject taught by team (Subject area team)						
4. Several subjects taught by teacher team (interdisciplinary team)						

Extra or Co-Curricular Activity by Grades: Regular day (R) or After School (A). Check as applicable.
IN GENERAL: Activities after school____ or during regular day____?

Activities	GRADES 5 R	5 A	6 R	6 A	7 R	7 A	8 R	8 A	9 R	9 A	Notes
Homeroom											
Activity Period											
Clubs											
Dances											
Athletics											
Intermural											
Competitive											
Publications (newspaper/ yearbook)											

STAFF

Specialists	Number	Specialists	Number
Guidance Personnel	_____	Music	_____
Administrators	_____	PE	_____
Art	_____	Other	_____

CURRICULUM: Required (R) and Elective (E) courses by time spent in each course.
EXAMPLE: Assume a 55 minute period. (Y = year; D = daily; wk = weeks)

1) if course is taught daily all year, entry would be 55/D/Y
2) if course is taught daily for 6 wks, entry would be 55/D/6 wk
3) if course is taught 1 period 2 days/wk all year, enter 55/2 D per Wk/Y

Computer course is elective, grade 7, 55 min daily for 6 wks.

Course	5			6			7			8			9		
	R	E	Time	R	E	Time	R	E	Time	R	E	Time	R	E	Time
EXAMPLE Computer								x	55/D/6wk						
Eng., Lang Arts															
Reading															
Spelling															
Math															
Science															
Phys. Educ.															
Health															
For. Lang.															
Social Studies or Social Science															
Art															
Crafts															
Music															
Typing															
Drama															
Vocational/ Exploration															
Home Econ															
Ind Arts															
Drafting															
Other___															
Others (Specify)															
_____															
_____															

Certification.

1) Is certification a problem?
2) Does certification cause you scheduling problems?
3) What percent of your teachers are teaching only courses outside of their certification area?

Accreditation

Are you accredited by an accrediting agency? ____Which? _____

Other.

Is there a central office administrator specifically responsible for the middle grades? (e.g. a supervisor) ____ yes ____No.

Have you (administrators in this building) had special training for administering the middle grades (middle school)? ____yes ____No.

Are there special problems you face, or things that you would like to do differently (e.g., different ways to schedule, etc)? Please list or comment.

Problems/Comments

Thank you. Please return to PSCR, c/o Dr. C.M. Achilles, BERS, College of Education, U.T. Knoxville 37996-3400. 615-974-2272 before May 11.

Knoxville City	BEARDEN	BEARDSLEY	CHRISTEN-BERRY	GRESHAM	NORTHWEST	SOUTH	STERING HILL	TYSON	VINE	WHITTLE SPRINGS
Grade	Enrol.	Enrol.	Enrol.	Enrol.	Enrol.	Enrol.	Enrol.	Enrol.	Enrol.	Enrol.
6	310	220	145	263	264	230	150	135	168	180
7	316	200	125	274	314	210	150	127	140	135
8	295	200	125	275	223	230	150	130	130	130
Total	921	620	395	812	801	670	450	392	430	445
CURRICULUM OFFERINGS	7	7	7	7	7	6	6	7	7	6
Language Arts English, Spelling & Reading										
Grade 6	110/D/Y(R)	90/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)	60/D/Y(R)	55/D/Y(R)	45/D/Y(R)	45/D/Y(R)	55/D/Y(R)
7	110/D/Y(R)	45/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)	60/D/Y(R)	55/D/Y(R)	45/D/Y(R)	45/D/Y(R)	55/D/Y(R)
8	110/D/Y(R)	45/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)	60/D/Y(R)*	55/D/Y(R)	45/D/Y(R)	45/D/Y(R)	55/D/Y(R)
Reading										
Grade 6			50/D/Y(R)		50/D/Y(R)	60/D/Y(R)	55/D/Y(R)	45/D/Y(R)		55/D/Y(R)
7		45/D/Y(R)	50/D/Y(R)		50/D/Y(R)	60/D/Y(R)		45/D/Y(R)		
8		45/D/Y(R) (Based on test scores)			50/D/Y(R)			45/D/Y(R)		
Mathematics										
Grade 6	55/D/Y(R)	45/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)	60/D/Y(R)	55/D/Y(R)	45/D/Y(R)	45/D/Y(R)	55/D/Y(R)
7	55/D/Y(R)	45/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)	60/D/Y(R)	55/D/Y(R)	45/D/Y(R)	45/D/Y(R)	55/D/Y(R)
8	55/D/Y(R)	45/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)	60/D/Y(R)	55/D/Y(R)	45/D/Y(R)	45/D/Y(R)	55/D/Y(R)

* Below 50th Percentile - 120/D/Y

C-1

Key: D=Day or Daily
Y=Year
S=Semester
W or wk.=Week
Alt.=Alternate Days

E=Elective
R=Required
First numerical entry is number of minutes.

A typical entry: 55/D/Y(R) or 55 minutes per day all year required.

	BEARDEN	BEARDSLEY	CHRISTEN-BERRY	CRESHAM	NORTHWEST	SOUTH	SPRING HILL	TYSON	VINE	WHITE SPRINGS
Science										
Grade 6	55/D/Y(R)	45/D/18(R)	50/D/18(R)	45/D/Y(R)	50/D/18(R)	60/D/18(R)	55/D/30(R)	45/D/18(R)	45/2D/Y(R)	55/D/18(R)
7	55/D/Y(R)	45/D/18(R)	50/D/10(R)	45/D/6(R)	50/D/Y(R)	60/D/9(R)	55/D/18(R)	45/D/18(R)	45/D/Y(R)	55/D.18(R)
8	55/D/Y(R)	45/D/18(R)	50/D/10(R)	45/D/18(R)	50/D/Y(R)	60/D/18(R)	55/D/30(R)	45/D/12(R)	45/D/Y(R)	55/D/18(R)
Social Studies										
Grade 6	55/D/Y(R)	45/D/Y(R) TN History	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)	60/D/Y(R)	55/D/Y(R) Geography	45/D/Y(R)	45/D/Y(R)	55/D/Y(R)
7	55/D/Y(R)	45/D/18(R) Geography	50/D/Y(R)	45/D/18(R) Geography	50/D/Y(R)	60/D/27w(R) TN History	55/D/Y(R) TN History	45/D/Y(R) U.S. His.	45/D/Y(R)	55/D/18(R)
8	55/D/Y(R)	U.S. His. 45/D/Y(R)	50/D/Y(R) TN History	U.S. His. 45/D/Y(R)	50/D/Y(R)	U.S. History 60/D/18(R)	U.S. His. 55/D/Y(R)	45/D/Y(R) TN History	45/D/Y(R)	55/D/Y(R)
Physical Education										
Grade 6	55/2½/Y(R)	45/D/18(R)	50/D/18(R)	45/D/18(R)	50/Alt. /Y (R)	60/2D/Y(R)	55/2D/Y(R)	45/D/12(R)	45/D/Y(R)	55/D/18(R)
7	55/2½/Y(R)	45/D/18(R)	50/D/18(R)	45/D/18(R)	50/Alt. /Y (R)	60/2D/Y(R)	55/D/18(R)	45/D/12(R)	45/D/18(R)	55/D/18(R)
8	55/D/18(R)	45/D/18(R)	50/D/18(R)	45/D/18(R)	50/Alt. /Y (R)	60/2D/Y(R)	55/D/18(R)	45/D/18(R)	45/D/18(R)	55/D/18/R
General Music										
Grade 6	55/D/18(R)	45/D/18(R)	50/D/18(R)	45/D/9(R)	50/Alt. /12 (R)	60/D/18(R)	55/1D/Y(R)	45/D/12(R)	45/2D/18(R)	55/D/18(R)
7	55/D/18(R)	45/D/9(R)	50/D/18(R)	45/D/9(R)	50/Alt. /18 (E)	60/D/18(R)	55/D/18(R)	45/D/12(R)	45/3D/18(E)	55/D/Y(E)
8	55/D/18(E)	45/D/9(R)	50/D/18(R)	45/D/Y(E)	50/Alt. /18 (E)	60/D/Y(E)	55/D/18(E)	45/D/18-36 (E)	45/D/18(E)	55/D/Y(E)

Key: D=Day or Daily
Y=Year
S=Semester
W or wk.=Week
Alt.=Alternate Days

E=Elective
R=Required
First numerical entry is number of minutes.

A typical entry: 55/D/Y(R) or 55 minutes per day all year required.

C-3

	BEARDEN	BEARDSLEY	CHRISTER-BERRY	GRESHAM	NORTHWEST	SOUTH	SPRING HILL	TYSON	VINE	WHITTLE SPRINGS
Chorus										
Grade 6	(R)	45/D/Y(E)	Yes (R)			(R)	(R)	(R)	(R)	(R)
7	(R)	45/D/Y(E)	Yes (R)		(E)	(R)	(R)	(R)	(E)	(R)
8	(E)	45/D/Y(E)	Yes (R)	45/D/Y(E)	(E)	(E)		(E)	(E)	(E)
Band										
Grade 6	(E)	45/D/Y(E)	50/D/Y(E)	45/D/Y(E)	(E)	(E)	(E)	(E)	45/D/Y(E)	(E)
7	(E)	45/D/Y(E)	50/D/Y(E)	45/D/Y(E)	(E)	(E)	(E)	(E)	45/D/Y(E)	(E)
8	(E)	45/D/Y(E)	45/D/Y(E)	45/D/Y(E)	(E)	(E)	(E)	(E)	45/D/Y(E)	(E)
Art										
Grade 6	55/2D/Y(R)	45/D/18(R)	50/D/18(R)	45/D/9(R)	50/Alt. / 12(R)	60/D/18(R)	55/1D/Y(R)	45/3D/18(R)	45/3D/18(R)	55D/18(R)
7	55/2D/Y(R)	45/D/9(R)	50/D/18(R)	45/D/9(R)	50/Alt. / 18(E)	60/D/18(R)	55/D/18(R)	45/D/Y(R)	45/2D/18(R)	55/D/18(R)
8	55/D/18(E)	45/D/9(R)	50/D/18(R)	45/D/Y(E)	50/Alt. /18 (E)	60/D/Y(E)	55/D/18(E)	45/D/18-36 (E)	45/D/18(R)	55/D/Y(E)
Foreign Languages										
Grade 6										
7										
8	55/D/Y/E				Exploratory 50/D/S(E)			45/D/Y/(E)		

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Alt.=Alternate Days

E=Elective
R=Required
First numerical entry is number of minutes

A typical entry: 55/D/Y(R) or 55 minutes per day all year required.

	BEARDEN	BEARDSLEY	CHRISTLE-BERRY	GRESHAM	NORTHWEST	SOUTH	[illegible] HILL	TYSON	VISE	[illegible] SPRINGS
Vocational Industrial Arts										
Grade 6	55/D/12(R)	45/D/Y(E)						45/D/12/(R)	45/D/18(R)	
7	55/D/12(R)	45/D/Y(E)	50/D/18(R)	45/D/Y(E)	50/Alt.D/18 (E)	55/D/12(R)	-5 D/12(R)	45/D/12(R)	55/D/18(R)	55/D/18(E)
8	55/D/18(E)	45/D/Y(E)	50/D/18(R)	45/D/Y(E)	50/Alt.D/18 (E)	55/D/12(E)	-5 D/18-36 E	45/D/18-36 (E)		55/D/18(E)
Drafting										
Grade 6	55/D/12(R)		Part of Industrial Arts		50/Alt. / 12(E)					
7	55/D/12(R)				(E)		55/D/6(R)			
8	55/D/12(E)			45/D/Y(E)	(E)					
Home Economics										
Grade 6	55/D/6(E)	45/D/Y(E)						45/D/12(R)		
7	55/D/6(E)	45/D/Y(E)	50/D/6(E)	45/D/Y(E)	50/Alt. /18 (E)	55/D/18(R) (E)	-5 D/18(R)	45/D/Y(R)	45/D/18(R)	55/D/18(R)
8		45/D/Y(E)		45/D/Y(E)	50/Alt. / 18(E)	55/D/18/36 (E)	-5/D/18-36 (E)	45/D/18-36 (E)	45/D/Y(R)	55/D/18(R)
Health										
6	55/1D/Y(R)	45/D/18(R)	50/D/18(R)	Pt. of Sci 45/D/Y(R)	50/D/18(R)	60/D/18(R)	55 D/6(R)	45/D/18(R)	45/3D/Y(R)	55/D/18(R)
7	55/1D/Y(R)	45/D/18(R)	50/D/18(R)					45/D/18(R)	45/3D/Y(R)	55/D/18(R)
8	55/1D/Y(R)	45/D/18(R)	50/D/18(R)	45/D/18(R) Pt of Sci.		60/2D/Y(R)	55 D/6(R)	45/D/12(R)	45/D/18(R)	55/D/18(R)

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R=Required
First numerical entry is number of minutes.

A typical entry: 55/D/Y(R) or 55 minutes per day all year required.

BEST COPY

	BEARDEN	BEARDSLEY	CHRISTEN-BERRY	CRESHAM	NORTHWEST	SOUTH	SPRING HILL	TYSON	VINE	WHITE SPRINGS
Special Education Resource										
Grade 6	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
7	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
8	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Special Programs Chapter I										
Grade 6		Yes	Yes						Yes	
7		Yes	Ye						Yes	
8		Yes	Yes					2 wk. prog.	Yes	
Gifted/ECS										
Grade 6	Yes (E)	No	No	Yes	Yes	Yes	Yes*	Yes		Yes
7	Yes (E) (ECS)	No	No	Yes	Yes	Yes	Yes*	Yes		Yes
8	Yes (E)	No	No	Yes	Yes	Yes	Yes*	Yes	Yes-math 8th Grade only	Yes
Staff										
Principal	1	1	1	1	1	1	1	1	1	1
Asst. Pricipal				1		1				
Curr. Intern	1	1	½		1		½	½	1	½
Guidance	1	1 3/7	1 2/7	2	2	2	4/5	5/6	2	1
Music	1	1 3/7	1 2/7	2	2	2	4/5	5/6	2	1
P.E.	3	2	1	3	2	2	2	1	2	2
Art	2	1	1	1	1	1	1	1	1	1

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First numerical entry is number of minutes.

A typical entry: 55/D/Y(R) or 55 minutes per day all year required.

Knox County	CARTER MIDDLE	CEDAR BLUFF	DOYLE MIDDLE	FARRAGUT	GIBBS MIDDLE	HALLS MIDDLE	KARNS MIDDLE	POWELL MIDDLE
GRADE	Enrol	Enrol	Enrol	Enrol	Enrol	Enrol	Enrol	Enrol
5						95		
6		263	202	381		313	292	236
7	160	297	282	390	131	318	307	270
8	150	258	289	373	124	307	304	251
TOTAL	310	818	773	1144	255	1033	903	757
CURRICULUM OFFERINGS	9	9	9	9	9	9	9	9
Language Arts English, Spelling & Reading								
Grade 5						50/D/Y(R)		
6		50/D/Y(R)	45/D/Y(R)	50/D/Y(R)		50/D/Y(R)	45/D/Y(R)	50/D/Y(R)
7	45/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)	50/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)
8	45/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)	50/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)
Reading								
Grade 5						50/D/Y(R)		
6		50/D/Y(R)	45/D/Y(R)	50/D/Y(R)		50/D/Y(R)	45/D/Y(R)	50/D/Y(R)
7	45/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)	50/D/Y	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)
8	45/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)	50/D/Y	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)
Mathematics								
Grade 5						50/D/Y(R)		
6		50/D/Y(R)	45/D/Y(R)	50/D/Y(R)	50/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)
7	45/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)	50/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)
8	45/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)	50/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)

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E=Elective
R=Required
First numerical entry is number of minutes.

A typical entry: 55/D/Y(R) or 55 minutes per day all year required.

	CARTER MIDDLE	CEDAR BLUFF	DOYLE MIDDLE	FARRAGUT	GIBBS MIDDLE	HALLS MIDDLE	KARNS MIDDLE	POWELL MIDDLE
Science								
Grade 5						50/D/Y(R)		
6		50/D/Y(R)	45/D/Y(R)	50/D/Y/(R)		50/D/Y(R)	45/D/Y(R)	50/D/Y(R)
7	45/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y/(R)	50/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)
8	45/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y/(R)	50/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)
Social Studies								
Grade 5						50/D/Y(R)		
6		50/D/Y(R)	45/D/Y(R)	50/D/Y(R)		50/D/Y(R)	45/D/Y(R)	50/Alt/Y(R)
7	45/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)	50/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/Alt/Y(R)
8	45/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/D/Y(R)	50/D/Y(R)	50/D/Y(R)	45/D/Y(R)	50/Alt/Y(R)
Physical Education								
Grade 5						30/D/Y(R)		
6		50/2D/Y(R)	45/2½/Y(R)	50/Alt/Y(R)		30/D/Y(R)	45/Alt/Y(R)	45/Alt/Y(R)
7	45/Alt/Y(R)	50/2D/Y(R)	45/2½/Y(R)	50/Alt/Y(R)	50/Alt/9(R)	45/Alt/Y(R)	45/Alt/Y(R)	50/Alt/Y(R)
8	45/Alt/Y(R)	50/2D/Y(R)	45/2½/Y(R)	50/Alt/Y(R)	50/Alt/9(R)	45/Alt/Y(R)	45/2D/Y(R)	50/Alt/Y(R)
General Music								
Grade 5						40/Alt/18/R		
6		50/2D/Y(R)	45/2½/Y(R)	50/D/18(R)		40/Alt/18/R	45/Alt/18/R	45/Alt/9(R)
7		50/2D/Y(R)	45/2½/Y(R)	50/D/18(R)	25/D/18(R)	45/Alt/18/R	45/Alt/18/R	50/Alt/9(R)
8		50/2D/Y(R)	45/2½/Y(R)	50/D/18(R)	25/D/18(R)	45/Alt/18/R	No	50/Alt/9(R)

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E=Elective
R=Required
First numerical entry is number of minutes.

A typical entry: 55/D/Y(R) or 55 minutes per day all year required.

	CARTER MIDDLE	CEDAR BLUFF	DOYLE MIDDLE	FARRAGUT	GIBBS MIDDLE	HALLS MIDDLE	KARNS MIDDLE	POWELL MIDDLE
Chorus								
Grade 5						No		
6		No	Yes	No		No	45/4D/Y(E)	Yes
7	Yes	No	Yes	No	No	45/Alt/Y/E	45/4D/Y(E)	Yes
8	Yes	No	Yes	No	No	45/Alt/Y/E	45/4D/Y(E)	Yes
Band								
Grade 5						No		
6		50/D/Y(E)	Yes	50/D/Y(E)		40/D/Y(E)	45/4D/Y(E)	Yes
7	Yes	50/D/Y(E)	Yes	50/D/Y(E)	Yes	45/D/Y(E)	45/4D/Y(E)	Yes
8	Yes	50/D/Y(E)	Yes	50/D/Y(E)	Yes	45/D/Y(E)	45/4D/Y(E)	Yes
Art								
Grade 5						45/Alt/18/R		
6		50/2D/Y(R)	45/2½/18(R)	50/D/18(R)		45/Alt/18/R	45/Alt/18/R	45/Alt/18/R
7	45/D/18(R)	50/2D/Y(R)	45/2½/18(R)	50/D/18(R)	50/3D/18(R)	45/Alt/18/R	45/Alt/18/R	45/Alt/18/R
8	45/D/18(R)	50/2D/Y(R)	45/2½/18(R)	50/D/18(R)	50/3D/18(R)	45/Alt/18/R	45/1D/Y(R)	45/Alt/18/R
Foreign Languages								
Grade 5						No		
6		No	No	No		No	No	No
7	No	No	No	No	No	No	No	No
8	No	No	No	No	No	No	No	No

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A typical entry: 55/D/Y(R) or 55 minutes per day all year required.

	CARTER MIDDLE	CEDAR BLUFF	DOYLE MIDDLE	FARRAGUT	GIBBS MIDDLE	HALLS MIDDLE	KARNS MIDDLE	POWELL MIDDLE
Exploratory								
Grade 5						No		
6		No	No	No		No	No	No
7	No	No	No	No	No	No	No	No
8	No	No	No	No	No	No	No	No
Industrial Arts								
Grade 5						No		
6		No	No	No		No	No	No
7	No	No	No	No	No	No	No	No
8	No	No	No	No	No	No	No	No
Drafting								
Grade 5						No		
6		No	No	No		No	No	No
7	No	No	No	No	No	No	No	No
8	No	No	No	No	No	No	No	No
Typing								
Grade 5						No		
6		No	No	No		No	No	No
7	No	No	No	No	No	No	No	No
8	No	No	No	No	No	No	No	No

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A typical entry: 55/D/Y(R) or 55 minutes per day all year required.

	CARTER MIDDLE	CEDAR BLUFF	DOYLE MIDDLE	FARRAGUT	GIBBS MIDDLE	HALLS MIDDLE	KARNS MIDDLE	POWELL MIDDLE
Home Economics								
Grade 5						No		
6		No	No	No		No	No	No
7	No	No	No	No	No	No	No	No
8	No	No	No	No	No	No	No	No
Health								
Grade 5						30/20/Y(R)		
6		30/D/Y(R)	45/2½/Y(R)	50/D/9(R)		30/20/Y(R)	45/1D/Y(R)	45/Alt/10/R
7	45/Alt/Y(R)	30/D/Y(R)	45/2½/Y(R)	50/D/9(R)	50/Alt/9(R)	45/Alt/18/R	45/1D/Y(R)	50/Alt/18(R)
8	45/Alt/Y(R)	30/D/Y(R)	45/2½/Y(R)	50/D/9(R)	50/Alt/9(R)	45/Alt/18/R	45/1D/Y(R)	50/Alt/18/R
Special Education Resource								
Grade 5						Yes		
6		Yes	Yes Plus	Yes		Yes	Yes	Yes
7	Yes	Yes	Yes EMR	Yes	Yes	Yes	Yes	Yes
8	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Special Programs Chapter 1								
Grade 5						No		
6	No	No	No	No		No	No	No
7	No	No	No	No	No	No	No	No
8		No	No	No	No	No	No	No

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55 minutes per day all year required.

	CARTER MIDDLE	CEDAR BLUFF	DOYLE MIDDLE	FARRAGUT	GIBBS MIDDLE	HALLS MIDDLE	KARNS MIDDLE	POWELL MIDDLE
Gifted								
Grade 5								
6		Yes	Yes			Yes	Yes	Yes
7	Yes	Yes	Yes		Yes	Yes	Yes	Yes
8	Yes	Yes	Yes		Yes	Yes	Yes	Yes
Staff								
Principal	1	1	1	1	1	1	1	1
Assistant Principal		1	1	2	2	1	1	1
Curriculum Intern								
Guidance	1	1	1	1	1	1	1	1
Music	½	5	1 3/4	4½	3	4	1½	2
P.E.	1	2	2	4	1	4	2	2
Art	1	2	1	2	1	2	2	1
Other	2	2½	5	1		11	0	4

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A typical entry: 55/D/Y(R) or
55 minutes per day all year required.

Other PSCR Districts		CUMBERLAND MIDDLE	GREENEVILLE MIDDLE	(O.R.) JEFFERSON JR. H.S.	LINCOLN HEIGHTS MIDDLE (M.)	MEADOWVIEW MIDDLE SCHOOL (M.)	ROBERTSVILLE JR. HS (O.R.)	ROCKWOOD JR. H.S.	CHEROKEE (ROANE)
	GRADE	Enrol.	Enrol.	Enrol.	Enrol.	Enrol.	Enrol.	Enrol.	Enrol.
	6	84	210	___	164	154	___	___	176
1982-83	7	89	205	218	148	149	203	158	196
	8	86	215	201	143	139	208	157	171
	9			204			211	147	
CURRICULUM OFFERINGS	TOTAL	259	630	623	455	422	622	462	543
Language Arts English, Spelling & Reading									
	Grade 6	45/D/Y(R)	Spelling 45/1D/Y(R)						50/D/Y(R)
	7	45/D/Y(R)	Spelling 45/1D/Y(R)	60/D/Y(R)	110/D/Y(R)	55/D/Y(R)	50/D/Y(R)	55/2D/Y(R)	50/D/Y(R)
	8	45/D/Y(R)	Spelling 45/1D/Y(R)	60/D/Y(R)	110/D/Y(R)	55/D/Y(R)	50/D/Y(R)	55/2D/Y(R)	50/D/Y(R)
	9			60/D/Y(R)	110/D/Y(R)	55/D/Y(R)	50/D/Y(R)		
Reading									
	Grade 6	45/D/Y(R)	45/D/Y(R)			55/D/Y(R)			Reading & Spelling 50/D/Y(R)
	7	45/D/Y(R)	45/D/Y(R)	30/D/Y(R/E)		55/D/Y(R)	50/D/Y(R)	55/D/Y(R)	50/D/Y(R)
	8	45/D/Y(R)	45/D/Y(R)	30/D/Y(R/E)		55/D/Y(R)	50/D/Y(R)	55/D/Y(R)	50/D/Y(R)
	9						50/D/Y(R)	55/D/Y(R)	
Mathematics									
	Grade 6	45/D/Y(R)	45/D/Y(R)		55/D/Y(R)	55/D/Y(R)			50/D/Y(R)
	7	45/D/Y(R)	45/D/Y(R)	60/D/Y(R)	55/D/Y(R)	55/D/Y(R)	50/D/Y(R)	55/D/Y(R)	50/D/Y(R)
	8	45/D/Y(R)	45/D/Y(R)	60/D/Y(R)	55/D/Y(R)	55/D/Y(R)	50/D/Y(R)	55/D/Y(R)	50/D/Y(R)
	9			60/D/Y(R)			50/D/Y(R)	55/D/Y(R)	

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	CUMBERLAND MIDDLE	GREENEVILLE MIDDLE	JEFFERSON JR. H.S.	LINCOLN HEIGHTS MIDDLE	MEADOWVIEW MIDDLE SCHOOL	ROBERTSVILLE JR. (O.R.) H.S.	ROCKWOOD JR. H.S.	CHEROKEE (ROANE)
Science								
Grade 6	45/D/Y(R)	45/D/Y(R)		55/D/Y(R)	55/D/Y(R)			50/D/Y(R)
7	45/D/Y(R)	45/D/Y(R)	60/D/Y(R)	55/D/Y(R)	55/D/Y(R)	50/D/Y(R)	55/D/Y(R)	50/D/Y(R)
8	45/D/Y(R)	45/D/Y(R)	60/D/Y(R)	55/D/Y(R)	55/D/Y(R)	50/D/Y(R)	55/D/Y(R)	50/D/Y(R)
9			60/D/Y(E)			50/D/Y(E)	55/D/Y(R)	
Social Studies								
Grade 6	45/D/Y(R)	45/D/Y(R)		55/D/Y(R)	55/D/Y(R)			50/D/Y(R)
7	45/D/Y(R)	45/D/Y(R)	60/D/Y(R)	55/D/Y(R)	55/D/Y(R)	50/D/Y(R)	55/D/Y(R)	50/D/Y(R)
8	45/D/Y(R)	45/D/Y(R)	60/D/Y(R)	55/D/Y(R)	55/D/Y(R)	50/D/Y(R)	55/D/Y(R)	50/D/Y(R)
9			60/D/Y(E)			50/D/Y(E)	55/D/Y(E)	
Physical Education								
Grade 6	45/Alt.D/Y(R)	45/D/12(R)		55/D/Y(R)	55/D/Y(R)			50/2½D/Y(R)
7	45/Alt.D/Y(R)	45/D/18(R)	50/Alt.D/Y(R)	55/D/Y(R)	55/D/Y(R)	50/D/Y(R)	55/2D/Y(R)	50/2½D/Y(R)
8	45/Alt.D/Y(R)	45/D/18(R)	50/Alt.D/Y(R)	55/D/Y(R)	55/D/Y(R)	50/D/Y(R)	55/D/Y(R)	50/2½D/Y(R)
9			60/D/Y(R) (Alternating Days)	55/D/Y(R)		50/D/Y(R)	Health and Science - no P.E.	
General Music								
Grade 6	yes	45/D/12(E)		None	55/D/9(R)			Integrated into other subjects
7	yes	45/D/18(E)	50/Alt.D/18(R/E)		55/D/9(R)	50/D/Y(R)	55/2D/Y(R)	
8	yes	45/D/18(E)	60/D/Y(E)		55/D/9(R)	50/D/Y(R)	55/2D/Y(R)	
9			60/D/Y(E)			50/D/Y(E)	55/D/Y(E)	

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R=Required
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	CUMBERLAND MIDDLE	GREENEVILLE MIDDLE	JEFFERSON JR. H.S.	LINCOLN HEIGHTS MIDDLE	MEADOWVIEW MIDDLE SCHOOL	ROBERTSVILLE JR. (O.R.) H.S.	ROCKWOOD JR. H.S.	CHEROKEE (ROANE)
Chorus								
Grade 6	yes(E)	yes		55/D/9(R)	yes			
7	yes(E)	yes	yes(E)	55/D/9(R)	yes	yes(R)	no	
8	yes(E)	yes	yes(E)	55/D/Y(R)	yes	yes(R)	no	
9			yes(E)			yes(E)	no	
Band								
Grade 6	yes(E)	45/D/Y(E)		55/D/Y(E)	55/D/Y(E)			50/D/Y(E)
7	yes(E)	45/D/Y(E)	yes(E)	55/D/Y(E)	55/D/Y(E)	yes(E)	yes(E)	50/D/Y(E)
8	yes(E)	45/D/Y(E)	yes(E)	55/D/Y(E)	55/D/Y(E)	yes(E)	yes(E)	50/D/Y(E)
9			yes(E)			yes(E)		
Art								
Grade 6	yes	45/D/12(E)		55/D/9(R)	55/D/9(R)			Integrated into other subjects
7	yes	45/D/18(E)	50/Alt.D/18(R)	55/D/9(R)	55/D/9(R)	50Alt.D/Y(R)	55/2D/Y(R)	
8	yes	45/D/18(E)	50/D/Y(E)	55/D/Y(E)	55/D/Y(E)	50/Alt.D/Y(R)	55/2D/Y(R)	
9			60/D/Y(E)			50/D/Y(E)	no	
Foreign Language								
Grade 6	no	no		no	no			no
7	no	no	30/D/Y(E)	no	no	50/D/Y(E)	no	no
8	no	no	30/D/Y(E)	no	no	50/D/Y(E)	no	no
9			60/D/Y(E)			50/D/Y(E)	no	

Key: D=Day or Daily
Y=Year
S=Semester
W or wk.=Week
Alt.=Alternate Days

E=Elective
R=Required
First numerical entry is number of minutes.

A typical entry: 55/D/Y(R) or 55 minutes per day all year required.

	CUMBERLAND MIDDLE	GREENEVILLE MIDDLE	JEFFERSON JR. H.S.	LINCOLN HEIGHTS MIDDLE	MEADOWVIEW MIDDLE SCHOOL	ROBERTSVILLE JR. (O.R.) H.S.	ROCKWOOD JR. H.S.	CHEROKEE (ROANE)
Exploratory								
Grade 6								
7			30/D/Y(E)					
8			30/D/Y(E)					
9							150/D/Y(E)	
Vocational Industrial Arts								
Grade 6		45/D/Y(E)		55/D/9(R)	55/D/9(R)			No
7		45/D/Y(E)	No	55/D/9(R)	55/D/9(R)	50/D/Y(R)	No	No
8		45/D/Y(E)	50/Alt. /Y(R)	55/D/Y(E)	55/D/9(R)	50/D/Y(R)	No	No
9			60/D/Y(E)			50/D/Y(E)	No	
Drafting								
Grade 6		No		No	No			No
7		No	No	No	No	No	No	No
8		No	No	No	No	No	No	No
9			No			No	No	
Typing								
Grade 6	No	No		No	No			No
7	No	No	30/D/Y(E)	No	No		No	No
8	No	No	30/D/Y(E)	No	No	50/D/18(E)	No	No
9			60/D/Y(E)			50/D/Y(E)	No	

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	CUMBERLAND MIDDLE	GREENEVILLE MIDDLE	JEFFERSON JR. H.S.	LINCOLN HEIGHTS MIDDLE	MEADOWVIEW MIDDLE SCHOOL	ROBERTSVILLE JR. (O.R.) H.S.	ROCKWOOD JR. H.S.	CHEROKEE (ROANE)
Home Economics								
Grade 6	No	45/D/12(E)		55/D/9(R)	55/D/9(R)			No
7	No	45/D/18(E)	No	55/D/9(R)	55/D/9(R)	50/D/Y(R)	No	No
8	No	45/D/18(E)	50/Alt. /Y(R)	55/D/Y(E)	55/D/9(R)	50/D/Y(R)	No	No
9			60/D/Y(E)			50/D/Y(E)	No	
Health								
Grade 6	45/Alt. /Y(R)	45/D/12(R)		55/D/Y(R)	55/D/Y(R)			55/2½/D/Y(R)
7	45/Alt. /Y(R)	No	No	55/D/Y(R)	55/D/Y(R)	No	No	50/2½/D/Y(R)
8	45/Alt. /Y(R)	45/D/18(E)	50/D/Y(E)	55/D/Y(R)	55/D/Y(R)	No	No	50/2½/D/Y(R)
9			No			No	55/D/Y(R)	
Special Education Resource								
Grade 6	Yes	Yes		Yes	Yes			No
7	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
8	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
9			Yes			Yes	No	
Special Programs Chapter I								
Grade 6	No	No		No	No			No
7	No	No	No	No	No	No	No	No
8	No	No	No	No	No	No	No	No
9			No			No	No	

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	CUMBERLAND MIDDLE	GREENEVILLE MIDDLE	JEFFERSON JR. H.S.	LINCOLN HEIGHTS MIDDLE	MEADOWVIEW MIDDLE SCHOOL	ROBERTSVILLE JR. (O.R.) H.S.	ROCKWOOD JR. H.S.	CHEROKEE (ROANE)
Gifted								
Grade 6	Yes	Yes	Yes	Yes	Yes			Yes
7	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
8	Yes	Yes			Yes	Yes	No	Yes
9						Yes	No	
Staff								
Principal	1	1	1	1	1	1	1	1
Assistant Principal		1	1	1	1	1		
Curriculum Intern								
Guidance		1	2	1	1	2	1	
Music		2	2	2	2	3.4		
P.E.		3	2 4/5	2	2	2.2	3	3
Art		1	1	1	1	1		

E-6

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STATE DEPARTMENT TIME REQUIREMENTS
1983-84

Grade	Language Arts	Math	Science*	Social Studies*	Phys Ed	Art	Music	Safety	Health**
1	12 hrs/week reading, English, writing spelling	4 hrs/ week	continuous program 1-8 required including labs	continuous program 1-8 required	30 min/ day	60 min/ week	60 min/week choral or instrumental	15 min/week "art of safety"	required only
2	12 hrs/week reading, English, writing, spelling	4 hrs/ week	continuous program 1-8 required including labs	continuous program 1-8 required	30 min/ day	60 min/ week	60 min/week choral or instrumental	15 min/week "art of safety"	required only
3	12 hrs/week reading, English, writing spelling	4 hrs/ week	continuous program 1-8 required including labs	continuous program 1-8 required	30 min/ day	60 min/ week	60 min/week choral or instrumental	15 min/week "art of safety"	required only
4	10 hrs/week reading, English, writing, spelling	5 hrs/ week	continuous program 1-8 required including labs	continuous program 1-8 required	30 min/ day	60 min/ week	60 min/week choral or instrumental	15 min/week "art of safety"	required only
5	10 hrs/week reading, English, writing, spelling	5 hrs/ week	continuous program 1-8 required including labs	continuous program 1-8 required	2 hrs/ week	60 min/ week	60 min/week choral or instrumental	15 min/week "art of safety"	required only
6	10 hrs/week reading, English, writing, spelling	5 hrs/ week	continuous program 1-8 required including labs	continuous program 1-8 required	2 hrs/ week	60 min/ week	60 min/week choral or instrumental	15 min/week "art of safety"	required only
7	10 hrs/week reading, English, writing, spelling	5 hrs/ week	continuous program 1-8 required including labs	continuous program 1-8 required	2 hrs/ week	60 min/ week	60 min/week choral or instrumental	15 min/week "art of safety"	required only
8	10 hrs/week reading, English, writing, spelling	5 hrs/ week	continuous program 1-8 required including labs	continuous program 1-8 required	2 hrs/ week	60 min/ week	60 min/week choral or instrumental	15 min/week "art of safety"	required only

*The State Department recommends 90 minutes per week for each subject in grades 1-3 and 225 minutes per week in grades 4-8.
**The State Department recommends 15 minutes per week.

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